

Verne Lee Cates

City Graded Schools



1909-10

Burlington, - N. C.

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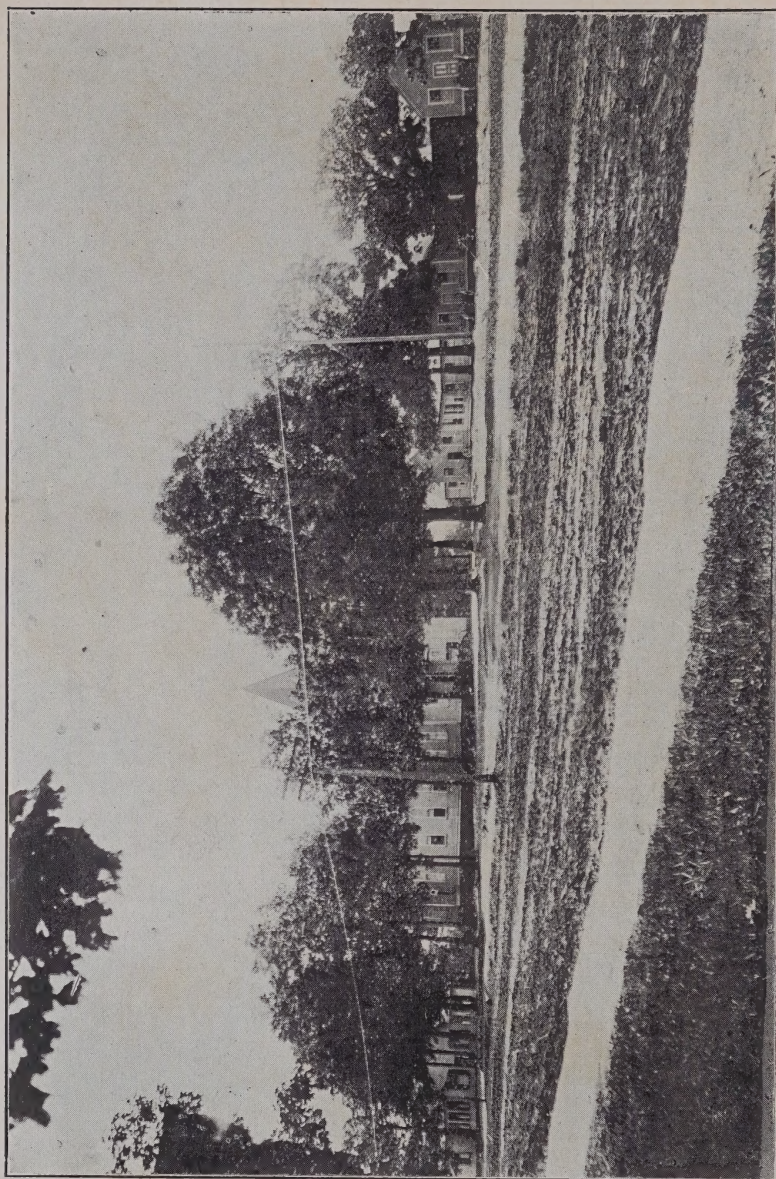
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1909/10

Verna Lee Cates

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CITY GRADED SCHOOLS, BURLINGTON, N. C.

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1910

THE PATE PRINTING CO.,
BURLINGTON, N. C.

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Board of Education.

Officers.

Chairman,	-	-	-	-	-	J. W. Cates
Treasurer,	-	-	-	-	-	Jos. A. Isley
Secretary,	-	-	-	-	-	Frank H. Curtiss

Members.

T. S. Faucette, M. D.	-	-	Term expires June 30, 1911
Jos. A. Isley,	-	-	Term expires June 30, 1911
B. R. Sellars,	-	-	Term expires June 30, 1912
Col. Eugene Holt,	-	-	Term expires June 30, 1912
O. P. Shelton,	-	-	Term expires June 30, 1912
Jas. P. Montgomery,	-	-	Term expires June 30, 1913
J. W. Cates,	-	-	Term expires June 30, 1913

Standing Committees.

Auditing:

T. S. Faucette, O. P. Shelton, Jas. P. Montgomery.

Finance:

B. R. Sellars, O. P. Shelton, T. S. Faucette.

Buildings and Grounds:

Jas. P. Montgomery, Eugene Holt, Jos. A. Isley.

Fuel:

Eugene Holt, Jos. A. Isley, B. R. Sellars.

Sanitation:

Jas. P. Montgomery.

Regulations and Studies:

The Superintendent.

Place and Time of Board Meetings:

Board meets in the Mayor's Hall.

Regular meetings—First Friday night of each month.

From April 1st to October 1st—Eight o'clock.

From October 1st to April 1st—seven-thirty o'clock.

School Calendar 1910--11.

Annual Session—Begins Monday, September 5, 1910.

Length of School Year in Days—180.

Holidays and Vacations—One day during the Alamance County Fair, Thanksgiving Day, February Twenty-second, Good Friday and Easter Monday. Two weeks during the Christmas holidays.

Annual Session—Closes Friday, May 25, 1911.

Daily Session—From 8:45 A. M. to 2:30 P. M. with one recess of ten minutes (10:30 to 10:40 A. M.) and one recess of thirty minutes (12 M. to 12:30 P. M.)

In Section B, First Grade, there are two divisions—Morning, 8:45 to 11:45, with one recess of ten minutes. Afternoon 12:30 to 2:45.

In Section A, First Grade, there is one session from 8:45 A. M. to 1:45 P. M., with one recess of ten minutes (10:30 to 10:40 A. M.) and one recess of thirty minutes (12 M. to 12:30 P. M.)

Teachers' Salaries—Payable, by check, on the fourth Friday of each school month.

Teachers' Meetings—Meetings of any or all teachers may be called as often as may be deemed necessary by the Superintendent or the Principals of the different buildings.

Faculty Meetings are held by Buildings or Departments, rather than as a whole, except at such times as the Superintendent may desire a meeting of the entire faculty.

The Superintendent may call a meeting of all principals and teachers whenever he shall deem it necessary.

Faculty for 1909—1910.

FRANK HARRISON CURTISS

Superintendent

MISS MARY VELONA POSEY

Principal of High School

MISS NETTIE A. JACKSON

Principal of Grammar School

MISS MARY WILSON BROWN

Principal of Primary School

MISS JOSEPHINE E. ESTES

Supervisor of Vocal Music

MISS PEARL WALKER

Supervisor of Drawing and Art Teacher

High School Department.

FRANK HARRISON CURTISS

Civics, Physical Geography, Physics

MISS MARY VELONA POSEY

English and History

MISS ANN ROGERS BUTTON

Mathematics

MISS L. GERTRUDE KENNEDY

Latin and Science

Grammar School

MISS NETTIE A. JACKSON

Eighth Grade

MISS ANNIE G. WEBSTER

Seventh Grade

MISS MARGARET PENNY MIZELLE

Sixth Grade

CITY GRADED SCHOOLS.

MISS IDALIA M. PETTY

Sixth Grade

MISS BESSIE J. STERRETT

Fifth Grade

MISS ELEANOR KEYS

Fifth Grade

MISS SUSIE F. STAFFORD

Fourth Grade

MISS CORNELIA HANCOCK

Fourth Grade

MISS MAMIE E. FONVILLE

Third Grade

MISS CHARLOTTE CARSON

Third Grade

MISS MILDRED CUNNINGHAM

Second Grade

MISS LETTIE MAE RICE

Second Grade

MISS CECELIA HATRICK BASON

First Grade—Section A.

MISS MARY WILSON BROWN

First Grade—Section B.

 Colored School.

R. L. TILLERY

Principal

R. L. TILLERY

Sixth, Fifth and Fourth Grades

FANNIE G. HALL

Third, Second and First Grades

 LEONARD W. CLAPP

Janitor (White School)

Financial Report.

J. W. CATES, Chairman,
Burlington City Schools,
Burlington, N. C.

Dear Sir:—Below I beg to submit a report of the transactions of my office from July 1, 1908 to July 28, 1909.

RECEIPTS.

Cash on hand July 1st, 1908.....	\$1,073.76
Received from Bills Payable.....	3,000.00
Received from City of Burlington.....	6,283.67
Received from Alamance County.....	3,500.00
Received from Tuition.....	303.19
Received from Catalogue.....	4.00
Total	<hr/> \$14,164.62

DISBURSEMENTS.

Paid Salaries of Supt. and Teachers.....	\$7,241.25
Paid Alamance Loan and Trust Co.....	2,000.00
Paid General Expenses.....	2,796.59
Paid Building Account.....	1,351.86
Paid Discounts and Interest.....	30.00
Paid School Furniture Account.....	40.69
Amount of Cash on hand July 28, 1909.....	704.23
Total.....	<hr/> \$14,164.62

Respectfully submitted,

JOS. A. ISLEY, Treasurer.

July 28, 1909.

Burlington, N. C.

August 2, 1909.

J. W. CATES, Chairman,
Burlington City Schools,
Burlington, N. C.

Dear Sir:—We beg to report that we have this day examined the books and vouchers of Jos. A. Isley, Treasurer, covering the period from July 1, 1908 to July 28, 1909, inclusive, and find that the same are correct as per report attached hereto.

Very respectfully,

S. M. HORNADAY,	}	Finance Committee
T. S. FAUCETTE,		
EUGENE HOLT,		

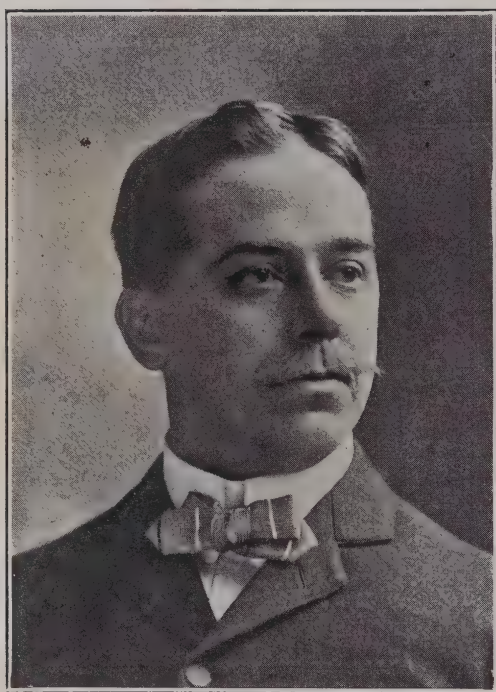
Explanation:—The school year does not end until June 30th, consequently a full financial statement for the session of 1909-10 cannot appear in this report. The last full report (1908-09) is given above.

Statistical Report.

Population of Burlington	6000
White males between 6 and 21.....	645
White females between 6 and 21.....	654
Total white school population....	1299
Colored males between 6 and 21.....	81
Colored females between 6 and 21.....	83
Total colored school population	164
Total school population [white and colored].....	1462
White males enrolled	394
White females enrolled.....	452
Total white pupils enrolled.....	846
Colored males enrolled.....	49
Colored females enrolled.....	68
Total colored pupils enrolled	117
Total enrolment [white and colored].....	963
Average attendance of white males.....	358
Average attendance of white females.....	413
Total average attendance of white pupils [male and female].....	771
Average attendance of colored males.....	24
Average attendance of colored females.....	40
Total average attendance of colored pupils [male and female].....	64
Total average attendance [white and colored].....	835
Percent of white school population enrolled.....	65.
Percent of colored school population enrolled.....	71.
Percent of white enrolment attending daily.....	91.
Percent of colored enrolment attending daily.....	54.
Percent of High School (white) attending daily.....	96.22
Percent of Grammar School (white) attending daily.....	92.5
Percent of Primary School (white) attending daily.....	85.
Percent of Intermediate Grades of colored school attending daily.....	68.5
Percent of Primary Grades of colored school attending daily.....	39.5
Length of school year in days.....	180.
Annual cost per pupil, based on enrolment.....	\$ 9.70
Monthly cost, per pupil, based on enrolment.....	\$ 1.03
Annual cost, per pupil, based on average attendance....	\$11.20
Monthly cost, per pupil, based on average attendance....	\$ 1.25
Annual cost, per pupil, in all cities of 2,000 population and over in the United States (about).....	\$25.00
Annual cost, per pupil, in Washington, D. C.,.....	\$30 00
Value of school property for whites.....	\$16,500
Value of school property for colored.....	\$ 1,500



F. H. CURTISS,
Superintendent City Graded Schools.



B. R. SELLARS

Annual Report of the Chairman.

Hon. C. M. Love, Mayor, and Board of Aldermen,
Burlington, N. C.

Gentlemen:—I have the honor of herewith submitting to you the ninth annual report of the Burlington City Schools.

Your attention is respectfully called to the report of the Treasurer as submitted to your honorable body and as it appears in this catalogue. A careful examination of this report must convince you that strict economy has at all times been practiced. The Board has, however, always kept in mind the fact that certain judicious expenditures were absolute necessities if the efficiency and high standard of our schools were to be maintained. The Board has realized that "there is that which saveth, yet which tendeth to poverty."

The real efficiency of many a school has been greatly crippled, if not altogether destroyed, because of an attempt to economize in the wrong direction. The almost phenomenal growth of this school has rendered a constant increase of the expenditure of funds imperative. The very life of the school makes it necessary that there shall be no decrease in the annual appropriation which your honorable body has been making.

During the school year recently closed, it was necessary, owing to the continued growth of the school, to increase the teaching force and to equip additional rooms. This remarkable growth of the school is very gratifying, but it also means increased expense.

The session of 1909-10 has been the best in the history of the school and the best work has been done, but the necessary cost of maintaining the school has been greater than that of any preceeding year.

Your honorable body has visited the school, has seen the work it is doing, has been impressed with its needs, and cannot fail to respond to its support in the same liberal manner in which you have responded heretofore.

The fact that the per capita cost of pupils of this school is less than that of any other school of similar grade and efficiency is sufficient evidence of the judicious expenditure of the funds committed to us.

Respectfully submitted,

J. W. CATES,
Chairman of Board of Education.

Report of Superintendent.

To the Honorable Board of Education:

Gentlemen:—I have the honor to submit to you my ninth annual report of the schools of this city.

In submitting this report, I desire to review briefly the history of the schools during the nine years since their organization. I had the honor of organizing them and have been in charge ever since. At the close of the present school year, June 30th, my connection with your schools will cease. The growth during the nine years just drawing to a close has been almost phenomenal and is a source of profound gratification. Not only has the growth been remarkable, but from a school wholly unformed and unorganized has been evolved a splendid organization that is well equipped, thoroughly classified and is so well disciplined that it has received commendation from some of the most prominent educators of the country. I feel that much has been accomplished during my administration and that in large part this is due to your loyal support and hearty co-operation in the advancement and upbuilding of a school system of which you have just cause to feel proud.

The first session began September 1, 1901 with an enrollment of 384 white pupils and eight teachers.

Owing to the fact that a site had to be purchased and a building had to be erected for the accommodation of the colored children, the colored school did not begin until December 16, 1901.

The session of 1909-10 closed May 27th, with a total enrollment of 963 pupils and a faculty of twenty-one teachers; white pupils 846; colored pupils 117; white teachers 19; colored teachers 2; and a superintendent whose time is almost wholly devoted to the supervision of the schools, white and colored.

In many ways the present session has been the most satisfactory and profitable in the history of the schools.

We never reach absolute perfection in this life and no one realizes more fully than your superintendent that perfection has not been reached in the schools.

In some ways conditions have not been all that could be desired and opportunities for improvement are continually presenting themselves; but on the whole there has been much for encouragement.

It is gratifying to report that taken as a whole the discipline during the past year has been good. In those cases where the discipline has not been all that could be desired there have been causes, which, as far as possible, have been sought out and an attempt made to correct the fault.

The discipline which prevails throughout the school as a whole has always been most favorably commented on by the many prominent educators from this State and from almost every part of the United States, and by others who have from time to time visited us as one of the strong and commendable features of our schools. "Do right because it is right, not because of fear of punishment" has been the key-note of discipline and in most instances this has been all that was necessary.

Right in this connection I cannot refrain from remarking that in many cases, lack of control of pupils is due to lack of self-control on the part of the teacher. The greatest power in governing a school is the self-government of the teacher.

Pupils instinctively recognize the strong will of the teacher in the voice, in the eye and in the absence of irritation. School boards are requiring more and more that teachers shall be refined and cultured, that they shall have good manners and noble characters.

Let us have zeal, earnestness and tact on the part of teachers and corporal punishment will have no place in the school-room. All discipline to be of any real value to the child must be self-discipline. I would however caution lest in inveighing against corporal punishment we go to the opposite extreme and indulge in too much coaxing

and moral suasion, which in many cases is indicative of weakness on the part of the teacher.

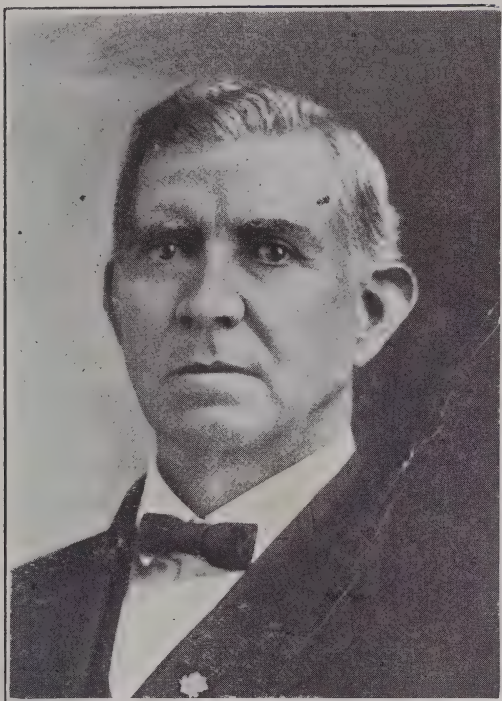
George William Curtis was once asked: "What is the key of an effective school system?" He answered: "It is not the pupil, who is the plastic material. It is not the school property, nor the appropriations for maintenance, indispensable as they are. Reason, experience, the common consent of all authorities upon the subject agree that the teacher is the school. All the wealth of India or of California could not produce a great school of any degree unless it could secure good teachers."

This fact should induce school boards to exercise great discretion in the selection of the teachers who are so largely to shape the destiny of the children committed to their charge. Garfield once said that Mark Hopkins on one end of a log and a pupil on the opposite end constituted a college. After all the real life of a school is the teacher.

If I have dwelt at considerable length upon this subject it is because I feel its great importance.

In no former year have the schools labored under greater difficulties so far as epidemics and contagious diseases are concerned than in the year just closed. Small-pox, chicken-pox, scarlet-fever, measles, whooping cough mumps and diphtheria have all been prevalent to a greater or lesser degree. There were a good many cases of diphtheria in several portions of the city, though not so many as the public was led to believe. It would seem that one epidemic had scarcely passed before another followed. The rigid enforcement of compulsory vaccination and of the following rule. "No pupil known to be afflicted with any contagious or infectious disease or coming from a family where any such disease prevails shall be allowed to enter or continue in school until all rules of the State Board of Health have been complied with," rendered the school the only public place in the city really immune from contagious and infectious diseases. The prompt and decisive action taken by the board was most commendable

My wonderful
Dad



J. W. CATES



T. S. FAUCETTE.

and no doubt did much to prevent the spread of diseases.

The rigid enforcement of the above rule, of course, affected the attendance considerably and induced some parents, who were opposed to vaccination, to withdraw their children from school.

All of these troubles affected the progress of the schools and it was impossible owing to these unavoidable interruptions and difficulties to do either the quantity or quality of work which otherwise could have been accomplished.

I would most respectfully call your attention to the importance of having the schools inspected at stated intervals by medical experts appointed for the purpose and paid for their services.

In my opinion this would be a wise and economical expenditure of money. A large percent of the efforts of the school is lost by absence of pupils which could be prevented. The teacher would learn to know better how to deal with children, because she would understand their physical weaknesses better than she does now.

At present all teachers do not know the symptoms of the approach of different diseases. It is not reasonable to expect them to know them. Through medical inspection, however, teachers would gradually become expert themselves.

Any teacher can easily prepare herself to give thorough and accurate examination of the eyes and ears of the pupils by simply following the plain and sensible instructions given in the Public School Health Bulletin, No. 1, on Eyes and Ears, prepared by the State Supt. of Education. A copy can be had by any public school teacher simply for the asking.

Permit me to say that it has been conclusively demonstrated that a large part of the dullness, truancy and backwardness of childhood, and the nervous breakdowns occurring in later life, are not due to defective minds, but to the existence of some easily detected disease of the eyes, ears and throat. Many children have their disposi-

tions ruined by being scolded and punished by parents and teachers and ridiculed by schoolmates when the fault is not theirs and the defect could easily be removed. This is a subject of such vital importance that I would urge that you give it your most serious consideration.

I desire to enter my most solemn protest against in any way lowering the course of study.

School boards and prominent educators throughout the country are endeavoring to improve, increase and strengthen the course of study as laid down in the high school curriculum. Villages, towns and cities everywhere are bonding themselves to build high schools and to equip them; the State is doing all in its power to establish rural high schools.

It certainly should not be left to Burlington alone to lower the course of study already established. I cannot help feeling that such a course would greatly impair the efficiency, if it did cripple the usefulness and endanger the very life of the school system of your city. It seems to me that you cannot afford to reduce the amount of work now required for graduation.

As you well know we have already met all requirements of the Southern Association of Colleges and High Schools and have been placed on the "accredited list," so that our graduates are admitted, without examination, into any school in the above association upon presentation of a diploma from this school.

To lower the present standing would mean your removal from the "accredited list," and the withdrawal of all privileges and recognition now accorded you. Furthermore it would mean that hundreds and hundreds of children now attending these schools would be deprived of the opportunity of ever securing an education beyond that of the common school. The best you can possibly give the children of your city is none too good for them. It is a heritage you owe them, and I sincerely hope that the day may never dawn when you will deprive any child of the greatest boon that can be conferred upon him—a

good education that will prepare him for useful citizenship and a noble manhood.

I would also recommend that you continue the teaching of public school music in all grades, under the instruction and direction of a supervisor of music and that you have free-hand drawing taught in all grades at least once each week—twice a week if possible.

There are so many excellent arguments why these subjects should be taught that I feel it unnecessary to trespass upon your time and patience to present them. As school men you are familiar with many, if not all, of them.

In my opinion it would be an act of wisdom on the part of the board to hold the annual election of teachers at an earlier date than has heretofore been done.

Most strong, efficient and desirable teachers insist upon arranging their plans before the close of the school year.

I can recall several instances where some of the best teachers we have ever had have gone elsewhere, because they did not feel justified in waiting until late in the season for an election here. It is true that teachers can be secured at any season of the year; it is equally true that the most desirable teachers secure positions early in the year.

While it is undoubtedly the case, that for reasons given in this report, the results of the past year have not been altogether satisfactory, I am only performing a pleasant duty when I bear testimony to the faithful, earnest, and conscientious work of the teachers of our schools. That their work has not been rewarded with as great results as might have been is not their fault nor the fault of the pupils, but the result of circumstances over which they had no control.

For their sympathy, their hearty co-operation and loyal support, I am under lasting obligation to them. Few superintendents have been more fortunate in the efficiency and loyalty of a faculty.

I have found each teacher always ready to do her best.

Since the last annual report was published, Death has claimed for its victims two former members of the Board of Education: Messrs. D. F. Morrow and W. C. Isley, and an active member of the Board:—S. M. Hornaday.

The two former members were among the charter members when the schools were established nine years ago. They served long and efficiently until their term of office expired.

The last member to be called to his reward was, at the time of his death, a valued member of the Board of Education, was a member of several standing committees and always had the interest of the schools at heart. His death was a severe loss to the school and the entire community.

Within the past eighteen months four members of the Board, two active and two retired, and two valued teachers have been called from their earthly labors to their eternal reward. The schools have been heavily stricken by the hand of Death.

It would be unappreciative to conclude this report without paying deserved tribute to the efficiency and devotion to duty of the present Chairman of the Board of Education.

For nine years he has served as the executive head and during that entire time he has never missed a meeting of the Board, regular or special, has never failed to respond promptly and cheerfully to every demand made upon him, and has always had the highest and best interests of the schools at heart. The superintendent and teachers have always found in him a warm friend.

In conclusion permit me to express my hearty appreciation to the members of the Board of Education for kindness and courtesy shown, for loyal support and for the pleasant relations that have existed for nine years. Much has been accomplished during the years that are past and gone, much remains to be done. Perhaps the best I could wish for my successor would be that you

accord him the same loyal support, the sympathy and the courtesy you have shown me.

Respectfully submitted,

FRANK H. CURTISS,
Supt. Schools.

Course of Study.

First Grade, B.

Reading:— (a) Initial stock of phonograms learned before any phonetic reading is done.

(b) Training of the ear in the perception of phonetic blends before phonetic reading is begun.

(c) Full vocabulary for Part I of Ward's New Additional Primer as sight words.

(d) Phonetic drills daily.

Text Books:— (a) Ward's New Additional Primer (4 mos.)

(b) Playmates by M. W. Haliburton.

(c) Wheeler's Primer.

Supplementary Work for Sight-Reading:— (a) Ward's Primer.

(b) Hiawatha Primer.

(c) New Education Reader.

Last three weeks of term drill on sight words preparatory to taking up Ward's First Reader.

Spelling:— (a) First steps in phonics and writing. (This work will require seven weeks.)

(b) A Spelling Book (Foust and Griffin) Part I should be taken up at the beginning of the eighth week.

History:— The Fairy Story and the Myth are the child's first history stories.

The first grade reading may, therefore, be considered the first work in history.

Health Lessons:— (a) Care of the teeth and the eyes.

(b) Care of hair, nails and skin.

(c) Food and clothing; fresh air and pure water.

(d) Effects of cigarettes.

This work should be entirely oral.

The above topics will be found in Culler's Physiology, Book I.

Geography:— 1. Conception of the World as a Whole.

(a) Teacher reads to the children Shaw's Little People and Big People of Other Lands.

(b) Teacher and children make a collection of pictures of the children of other lands to show how they live.

(c) Read selections from Hiawatha Primer and other suitable books.

2. *Home Geography:*— (a) Direction, distance, color, form.

(b) Weather Chart.

Language:— 1. Simple stories to tell.

(a) Stories should be read or told by the teacher and retold by the children.

This work should be continued during the first ten weeks.

(b) Some stories to be read or told: The Goose and the Golden Egg, Fairy Tell-True, Little Red Riding Hood, etc.

(c) These stories are to be used while the children are gaining sufficient mechanical skill to take up their first reading book. These stories are intended to arouse a desire in the children to read as well as to give them an introduction to the literature of the first school year. These stories enable the teacher to begin oral language instruction during the first day of school.

2. *Other Stories*:— (a) Stories found in Baldwin's Fairy Stories and Fables should be read or told by the teacher and retold by the children. This work should occupy the remainder of the year.

(b) Poems and other selections should be given to be memorized.

3. *Copying and Dictation Work*:— (a) When to begin: This work should be done during the fourth month in school. The material to be used may be taken from the children's first reading book. The lessons in copying and dictation should contain matter which the children have read in class to be sure that the work is not too difficult.

(b) *Work to do*:— Copying and dictation work; use of capital letters in beginning sentences and names; as well as the simple use of the period, question, exclamation, comma and quotation marks.

4. *Other Work*:— (a) Outline of work: Formal Language Work; Names, children's names, parents' names, postoffice addresses, teacher's name and name of the school, days of the week, months of the year, seasons, correct form of a letter, and such titles as Mr., Mrs., Miss, Dr., Rev., Hon., etc.

Number Work:— Reading and writing numbers to 100. Reading and writing Roman numerals to XII; counting by 2's to 20, 3's to 18, 4's to 40; then by 10's, 5's and 2's to 100. Teach Additive Facts (see manual) Subtraction—Covers same ground as in addition.

Develop all this work with objects and memorize. Apply in increasing and decreasing a number of two orders, no carrying and no "borrowing," as 5 plus 4 equals 9, 25 plus 4 equals 29, 85 plus 4 equals 89, 9-4 equals 5, 29-4 equals 25. Signs, plus, minus, equals.

Fractions:— Teach by means of objects halves, fourths, thirds and sixths of single objects.

Measurements and comparisons. Teach inch, foot, lengths measured in inches and feet. Contents in pints and quarts. Exercises not to exceed twenty.

Writing: Lessons from the board.

Vocal Music: Two lessons per week. Extra practice by grade teacher. (See Music Course.)

Note: If more work can be done during the year than outlined above, see Number Work for First Grade, A.

For further instruction concerning any work given for this grade see the Manual.

First Grade, A.

Reading:— Drill Book—Ward's "Rational First Reader." (4 mos.)

Follow closely the instructions given in the teacher's manual.

This book can be completed more rapidly than the primer, and before the term closes selections for supplementary reading can be made from such books as: New Education, Book II; Wheeler's First Reader, etc.

Thorough drill in phonics throughout the school year should be insisted on.

Literature:— Tell from Hiawatha the stories of Mondamin, Pearl Feather, The Four Winds, Misht-Mokwa, and the Building of the Canoe. Tell, or read, and play with the children the following: Donkey and the Salt,.....Aesop. Secret of Fire.....Cooke. HermesCooke. The Anxious Leaf.....McMurray. How the Chipmunk Got his Stripes.....Cooke. The Walnut Tree That Wanted to Bear Tulips.....Weltsie. Story of Peter of Holland.....Anon. Stories of Christmas in Other Lands.....Anon. Selections from Mother Goose Stories.....Anon.

Selections For Memorizing:—

- (a) Selections from HiawathaLongfellow.
- (b) The Four WindsSherman.
- (c) September.....Jackson.
- (d) Far Away in the Northland.....Cary.
- (e) Two Little Stockings.....Poulssoon.
- (f) My ShadowStevenson.
- (g) The Duel.....Field.
- (h) What Does Little Birdie Say?.....Tennyson.
- (i) Mother Goose Rhymes, Etc.....Anon.

Spelling:— 1. Phonics and Writing, Thorough review.

2. A Spelling Book (Foust and Griffin) Part I reviewed, and Part II to page 27.

History:— The fairy story and the myth are the child's first history stories.

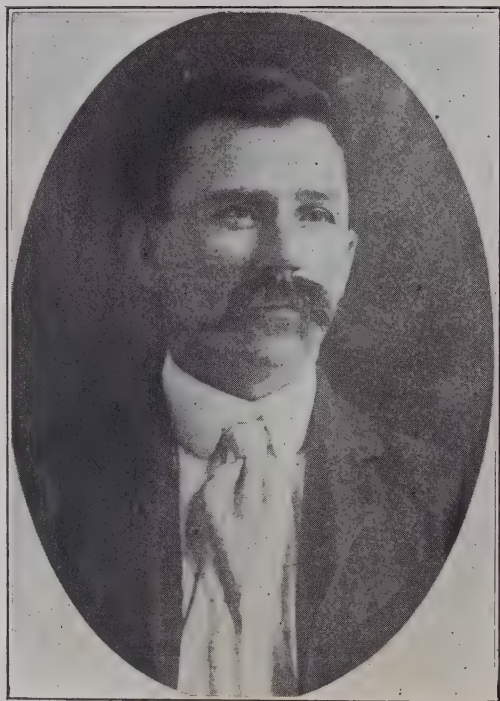
The reading book of this grade may be used for supplying material for this work.

History work in this grade may be carried farther than in First Grade, B., but should be along the same lines.

Health Lessons:— (a) Care of the teeth and the eyes.



JOS. A. ISLEY



O. P. SHELTON.

- (b) Care of hair, nails and skin.
- (c) Necessity of frequent bathing.
- (d) Food and clothing; fresh air and pure water.
- (e) Effects of cigarettes and alcohol.
- (f) Position in sitting, standing and walking.

The above topics are fully treated in Culler's Physiology Book I.
Geography:— 1. Conception of the World as a Whole.

(a) Teacher reads to the children, Shaw's Little People and Big People of Other Lands.

(b) Teacher and children make a collection of pictures of the children of other lands to show how they live.

(c) Read selections from Hiawatha Primer, Seven Little Sisters, Stories Mother Nature Told Her Children and other suitable stories.

2. *Home Geography*:— (a) Direction, distance, color, form.

(b) Weather Chart.

Note. In the main follow the work as outlined for First Grade, B. but more work should be done in this grade. During the latter part of the school year it will be well to take up a little of this work as given for Second Grade, B.

Language:— 1. Continue the work of story telling begun in First Grade, B.

(a) Stories should be read or told by the teacher and retold by the children. Care should be taken to see that the stories are retold in a clear, concise and correct manner. Here the teacher has an excellent opportunity of laying the foundation for good, forceful English.

This work could be continued to advantage during the first four months of school.

(b) Stories may be selected from the reading books used, or from many of the supplementary readers.

(c) These stories may be used before the children are ready to do dictation work. The object of these stories is to arouse an interest in good reading and to enable the teacher to begin work in language the first day.

2. *Other Stories*:— (a) Fairy stories and fables should be read or told by the teacher and retold by the children. This work should be continued during the school year.

(b) Poems, memory gems, songs and other suitable selections should be given to be memorized.

3. *Copying and Dictation Work*:— (a) When to begin:

This should be begun at the close of the fourth month and careful work done during the remainder of the year. Great care should be exercised in the selection of work given that it is interesting, instructive and not too difficult.

(b) *Work to do*:— Copying and dictation work, thorough review

of the use of capital letters in beginning sentences and names; as well as the simple use of the period, question, exclamation, comma and quotation marks as taught in the First Grade, B.

4. *Other Work*:— (a) Outline of work:

Formal Language Work; Names, children's names, parents' names, postoffice addresses, teacher's name, and name of school, days in the week, months of the year, seasons, correct form of a letter, and such titles as Mr., Mrs., Miss, Dr., Rev., Hon., etc.

The simple form of a letter should be taught and all of the above work should be thoroughly taught during the year.

Number Work:— Reading and writing numbers to 100, review Roman numerals to XII.

Counting—By 2's to 20, by 3's to 18, by 4's to 20, and backward to starting point in each case. Then by 10's, 5's and 2's to 100 and back.

Additive Facts—(See Manual.)

Subtraction—Covers same ground as in addition.

Develop with objects as in First Grade, B. and memorize. Apply in increasing and decreasing a number of two orders, no carrying and no "borrowing," as 5 plus 4 equals 9, 25 plus 4 equals 29, 85 plus 4 equals 89, 9-4 equals 5, 29-4 equals 25. Signs:—plus, minus, equals.

Fractions:— Halves, fourths, thirds, sixths of single objects.

Written Work:— In column addition not more than five numbers, no addend greater than four.

In addition and subtraction, two orders, no carrying and no "borrowing."

Measurements and Comparisons:— Inch; foot; lengths measured in inches and feet. Contents in pints and quarts, no compound members. Foot measured by inch; quart by pint; five cent piece and dime by cent. Buying and selling; making change. Lengths of lines of integral number of feet or inches compared. One line is how much longer than another line? Length and width of desk top, table, etc., in the school room. Exercises not to exceed twenty. Problems, Oral; but one operation in a problem; objects or their pictures arranged, and results obtained by addition or subtraction when the number falls within the combinations studied. Numbers within twenty. Written addition and subtraction. Correlations—As in First Grade, B.

Text Book:— Milne, First Book, Part I.

Writing:— Lessons from the board.

Vocal Music:— Two lessons per week. Extra practice by grade teacher. (See Music Course.)

For further instructions concerning any work given for this grade see the Manual.

Second Grade, B.

Reading:— Drill Book: Ward's "Rational Second Reader." Follow the instructions of the manual for the third half-year's work, page 58. Let the preparation for each reading lesson—drill on the phonograms and blending—be carefully made in order that the reading may be fluent. Where reading is learned by phonics there is a tendency toward halting expression unless the new words receive sufficient drill before the lesson is read. Teachers will do well to look carefully after this part of the work—expression. There should be no plodding or mere rote exercise in the recitation. The thought should always be kept uppermost. If this is done the expression will come naturally. As an aid to fluency and expression drill for rapidity in thought—getting by timing class on paragraphs or pages. The ability to get the thought from the printed page quickly is very important and should be worked for early. Have daily work in this. Continue the drill for clear enunciation.

Supplementary Reading:— Stepping Stones to Literature, 2nd Reader; Robinson Crusoe, etc.

Literature:— Continue the stories from Hiawatha. Also appropriate selections from Cooke's "Nature Myths," and Mrs. McMurray's "Classic Stories."

Correlate as closely as possible with the nature and history work.

Also: Old Testament Stories	Bible
Wild Animals	Seton
Old Greek Stories	Baldwin
Black Beauty	Sewell
The Little Match Girl	Anon

Selections for Memorizing:—

The Spider and the Fly	Taylor
Hang up the Baby's Stocking	Little Corporal
Frogs at School	Cooper
October's Bright Blue Weather	Jackson
The Brown Thrush	Larcom
Blessing of the Cornfields	Longfellow
Hiawatha's Hunting	Longfellow
The Golden Rule	Anon
The Babes in the Wood	Anon

Spelling:— Review the work outlined for First Grade, B. and A. Complete Part II of a Spelling Book (Foust and Griffin), and review the work. Be careful to see that the children are able to spell all words in their reading books.

History:— Stories should be told by the teacher in connection with the reading and language work.

The stories of the readers will develop the historical sense.

Select a small number of anniversaries and birthdays for celebrations. Use picture study in connection with the teaching of history in this grade.

Health Lessons:— Without a book in the hands of the pupils, the teacher should give helpful lessons on Foods. Articles of diet that are wholesome; thorough mastication with reasons; frequency of meals; eating between meals; unwholesome foods and why they should be avoided; wholesome drinks; unwholesome drinks; care of the teeth and other digestive organs. This work should be given incidentally and not at regular and stated periods. "Five minute talks" are best. The material for these talks can be found in almost any elementary work on health lessons.

Geography:— 1. The first step—conception of the great world beyond. (a) The teacher should read to the children "Seven Little Sisters." (Andrews). (b) The teacher and children make a collection of pictures of children of other lands to show how they live.

2. The second step—home geography: (a) Elementary ideas of direction, distance, color, form. (b) Weather Chart: Enlarge upon the work given in the First Grade.

For full instructions in regard to presenting this subject see the Manual.

Second Grade, B.

Language

I. Composition:— 1. Stories for Oral Composition. Review carefully, according to the needs of the class, the work of First Grade, B. Continue the work in oral expression as based upon the work in literature, nature and history. See outline for First Grade, B. All matter used should afford opportunity for (a) logical arrangement, (b) use of correct language forms, (c) choice of words.

2. *Plan and Purpose:*— First ascertain how much power of expression, oral and written, the children have. The aim this year should be to develop the ability to tell a story from beginning to end, thereby training to continuity in thought and giving practice in logical arrangement. The incidents of the story should be simple, and should be presented by the teacher in a regular order, one incident of phase leading naturally to the next.

In the beginning of this year's work descriptions should be of a very elementary character, and the material used should be of the most interesting kind. Guide the pupils by skilful questioning to select the essentials and omit the minor details but be careful not to stifle spontaneity and originality of description by too many restrictions.

Written Work:— Let this work be of a very elementary character at first. It will consist of simple, written descriptions of single

objects, based on the observation and oral lessons, and of short, simple narrations. As these written descriptions and narrations should at first follow closely the nature studies and oral work in literature, they will partake of the nature of reproductions, but should soon become more and more the independent effort of the child. Let there be one written composition a week.

Require neatness from the very first, and demand that the spelling, punctuation and use of capitals be correct, and the penmanship the best possible. We can not yet expect perfection in the arrangement of ideas, construction of sentences, and choice of words. Skill in these is a growth, and there is danger of hampering the child in his expression of his individuality and of crushing his spontaneity, by expecting too much in the matter of composition.

Constructive Work:— Capitals and punctuation.—1 Review capitals taught in First Grade, B. and First Grade, A. Teach use of capitals in names of places, important words in a title and the first word in a line of poetry.

2. In addition to the punctuation marks taught in First Grade, A. teach the mark of possession, the quotation marks, and the comma in punctuating an address.

Word Study:— Let this be both oral and written. 1. Review as needed the work done in First Grade, A. on incorrect expressions, and continue this work by daily drill on the correct forms. Examples: "She walks so slow" (adverb). "This is him" (case). "I aint" (verb). "The cat wants in" (preposition). 2. Study singular possessive forms of nouns, as "Ann's hat". 3. Discriminate in the form and use of such words as: to, too, two; here, hear; there, their; no, know; new, knew. 4. Continue systematically the work for increasing the child's vocabulary, giving constant daily practice in the use of newly acquired words.

Dramatic Expression:— Continue the playing of such stories and poems from the literature course as are best adapted to this work.

Number Work:— Reading and writing numbers to 1000. Reading and writing Roman numerals to XII. In teaching the reading of numbers be careful to bring out the group idea by naming the numbers at first as follows: two tens and one, two tens and two, six tens and three, as twenty-one, twenty-two, sixty-three. In teaching written numbers be careful to bring out the idea of place value, as thirty-five is three tens and five, forty-six is four tens and six.

Counting—By 3's to 30, by 4's to 40, by 5's to 50; also by 2's, 3's, 5's and 10's to 100, forward and backward.

Additive Facts:— Review the work of the first year and take up new combinations. Develop and memorize until these combinations are recognized at sight.

Subtraction:— Give tables covering same ground as Addition. Memorize and apply to the combinations given in increasing and decreasing a number of two orders by a number of one order, as 6 plus 7 equals 13, 36 plus 7 equals 43, and 9 minus 6 equals 3, 79 minus 6 equals 73.

Factors:— Teach halves, fourths, thirds and sixths of: (a) Single objects, (b) devisible numbers. Illustrate by paper folding, cutting of paper, and objects and drawings. Develop fourths from halves, sixths from thirds.

Addition and Subtraction:— Written work. Numbers of three orders; in column addition of not more than four addends, the sum of no column to exceed thirty.

Subtraction with numbers of three orders without "borrowing." Special attention should be given to proofs and accuracy of work done. Drill for rapidity. Measurements and comparisons, with quarter-dollar, half-dollar and dollar; gallon; hour, day and week; square inch. Review units of preceding grades. Exercises with units similar to those in First Grade, B. Making change to one dollar with half-dollars, quarters, dimes, five cents and cents as in common practice. Reading time by the clock to hour, half and quarter.

Problems:— Oral or written work in addition or subtraction. Work limited to integers of two orders and should be limited to combinations studied.

Text Book:— Milne's First Book, Pages 37 to 84 should be used.

Writing:— Work from the board, and Old North State Copy Book, No. 1.

Vocal Music:— Two lessons a week. Extra practice by grade teacher, (See Music Course).

Second Grade, A.

Reading

Drill Book:— Ward's "Rational 2nd Reader, Part of 3rd Reader. All reading lessons in this book should be prepared as follows: (1) Copy on the blackboard, with their marks, all the phonetic words of the lesson. (2) Have all these words read by the pupils a number of times. Experience will teach how much repetition is necessary. (3) As a rule give the harder words to the bright pupils, and the easier ones to the dull pupils. To keep the dull from remaining dull give them plenty of easy work to do. This work will constitute at once a preparation for the lesson and the blend drill for the day. For other suggestions see Second Grade, B.

Supplementary Reading:— Make selections from the list for Second Grade, B. or from the following:

Robinson Crusoe.....McMurray

Land of Stories.....Claxton
Stepping Stones to Literature, Reader II.

Literature:— Continue the Stories from Hiawatha, Cooke's "Nature Myths," Holbrook's "Nature Rhymes," McMurray's "Classic Stories," and the Old Testament Stories.

Selections for Memorizing:—

The Leaves and the Wind.....Cooper
Three Bugs.....Cary
The Months.....Coleridge
Grasshopper Gray.....Butts
Goodnight and Goodmorning.....Houghton
The Owl and the Pussy Cat.....Lear
I Live for Those Who Love Me.....Anon
Who Stole the Bird's Nest?.....Child
The Mocking Bird.....Timrod
Proverbs and Maxims.

Spelling:— Review the work indicated for First Grade, B. and A. Complete Part II of A Spelling Book (Foust and Griffin). Daily phonetic drills. Words selected from Part I of Ward's Third Reader. Be sure that pupils are able to spell all words in the reading lessons.

History:— For this work see the work given for Section B. of the Second Grade. Follow that outline, only the work for this section can be carried farther and more work accomplished than in Section B. The general plan should be the same.

Health Lessons:— Review and build upon the work of the preceding grades.

Without a book by familiar discussion and illustration, give helpful lessons upon, "Blood, the River of Life." Source of blood; carries nourishment one way and waste matter the other way; carries oxygen; heart pumping blood; veins, arteries, pulse, capillaries, circulation to the lungs; pure blood; impure blood; aid circulation by clothing, exercise, posture.

The material for these talks can be found in almost any elementary work on health lessons.

Geography:— 1. The first step—conception of the great world beyond.

(a) The teacher reads to the children: "Seven Little Sisters," "Each and All," "Stories Mother Nature Told Her Children," etc.

(b) The teacher and children make a collection of pictures of the children of other lands, to show how they live.

2. The second step is home-geography.

(a) Elementary ideas of direction, distance, color, form.

(b) Weather Chart.

Should time permit, it would be a good idea to spend the last

four or six weeks of the session in doing work preparatory to taking up the text-book in the Third Grade the next session. For directions see Manual.

Second Grade, A.

Language

See the general suggestions for oral and written work, and for work in dramatic expression, Second Grade, B. In addition to the descriptive work, correlated with the nature study, have the children describe pictures choosing only those of simple action and great interest. Care must be taken to have the child give a description of the picture, not merely tell what he sees in it.

Constructive Work:— Capitals and Punctuation.—1. Review the work of the preceding grade in capitalization, and teach in addition to this addresses, common abbreviations, as: Mr. and St.; and the names of the Deity. Continue to drill on the punctuation marks taught in the preceding grades, and teach the use of the comma in simple constructions as in words in a series.

Word Study:— Let this be oral and written. 1. Continue the correction of wrong forms as suggested in Second Grade, B. Drill daily on the correct forms. 2. Study the more common synonyms: as great, large; small, tiny; nice, pleasant, etc. 3. Continue the work on the singular possessives of nouns, and the more common and easier of the plural possessives. 4. Continue the study of words similar in form but different in meaning as suggested in Second Grade, B. 5. Continue the study and acquisition of new words.

Note. The teacher should study the peculiar needs in language instruction of the pupils of her school, or section of the city, and adapt her teaching to meet these conditions.

Number Work

Reading and Writing:— To 1000; Roman numerals to XX. See suggestions in Second Grade, B. Counting.—By 2's, 3's, 4's, and 5's, as in First Grade, B., and Second Grade, B., as a preparation for multiplication tables; by 2's and by 3's beginning with 1 or 2 to 100 and back.

Addition and Subtraction.—Oral:— The addition and subtraction facts reviewed. Drill on recognizing these at sight.

Written:— Column addition limited to six addends. Subtraction with "borrowing." Special attention to proofs, accuracy and rapidity. Work not to include numbers exceeding 3 orders.

Multiplication.—Oral:— Tables developed, memorized and applied through 6's. Division within the tables, as 45 divided by 5, and 45 divided by 9. Short division of 3 figures as 396 by 3 and 602 by 2,

etc. Study of multiples. Written; Multiplicands of two orders, multipliers 2, 3, 4, 5, 6. Divisors not greater than 6.

Fractions:— Partition exercises within the tables, numerators 1. Signs: \times and \div .

Measurements and Comparisons:— Minute, hour, day, week; reading time by clock to minutes; writing daily the date as, Monday, December 5, 1910; pound, (avoirdupois) ounce. Review units learned in preceding grades. Form rectangles of inch-squares of cardboard, draw rectangles with integral number of inches in each dimension and separate them into inch-squares, find how many times the rectangle contains a one-inch square, and what part one row of squares is of the whole.

Problems:— Problems should include finding the cost of several articles when the cost of one is given, and the reverse. Denominate units in problems, e. g. How many pints in a number of quarts? How many quarts in a number of pints? Treat as multiples. Each problem should involve but one operation, and written problems should be limited to integers of two orders.

Correlations as in preceding grades. Text-Book: Milne's Prog. Arith., First Book Part II., used as reference.

Writing:— Practice work from the board. Old North State Copy Book, No. 1.

Vocal Music:— Two lessons per week. Extra practice by grade teacher. See Music Course.

Third Grade

Reading

It will not be necessary to give so much time and attention to phonics and phonograms as in the preceding years, but the work should be continued until it is clear that the children are thoroughly familiar with it.

In this grade, the Fable and Folk Story is displaced in part by the Biographical and Historical Tale.

In this, as in all grades, all oral reading should be clear, distinct, and intelligible. Continue the use of silent reading.

Readers:— Ward's Third Reader with special drill in phonics (4 mos.) Classics, Old and New, Third Reader; and Stepping Stones to Literature, Book III (5 mos.).

Follow closely the directions given for reading lessons in First and Second Grades.

If time permits it might be well to take up some supplementary work.

Spelling:— Note carefully the instructions given for the first and

second years work in spelling and to review carefully all the words given in the lists of those years.

The spelling in all written work must receive careful attention.

Text-books:— Hunt's Progressive Course in Spelling, Part I, Section I (4 mos.). "A Spelling Book" (Foust and Griffin). Pages 38 to 76 (5 mos.).

History:— Follow the suggestions for Second Grade, and develop the powers of the children to become good story tellers.

Historical Readers:— Baldwin's Stories of Great Americans for Little Americans; North Carolina Stories, etc.

Health Lessons:— Review and build upon the work of the preceding grades. Without book, by familiar talks and illustrations, give practical, helpful lessons upon the Muscles and Skin. Show: How muscles act; what they do; some of the important ones and their special functions; effect of work on muscles; how repaired; how materials for repair reach parts needing them; good muscle needs good blood and pure air; what exercise does; why necessary; kinds that are healthy; harmful kinds; time for exercise; amount of exercise; proper positions in sitting, standing, walking.

Skin:— Structure—layers, tubes, etc. Waste matter thrown off; in what form; bath necessary; kinds of bath; time of bath; frequency; dangers of not bathing properly.

Note. The teacher will find all necessary material for instruction in the above in any Health Primer.

Geography:— Including Nature Study. Review the work of preceding grades.

The work in Geography should be given according to the following outline:

Water as a force. (a) Water flowing over the land; (b) Water in the air; (c) Conditions of water; (d) Water flowing through the soil.

Soil-making. Forces of Air. Temperature of Air.

Text-book:— Maury's Elementary Geography, Pages 1 to 54. To be read and studied in class, and to be supplemented with special work in Nature Study given by the teacher. (See Manual.)

Language:— No language book is to be used by the pupils for the first four months. Language in the third year should build upon and continue the work done in the first and second years.

The following work should be done in the first four months of the year:

(a) Capital Letters.—Proper nouns, first words, I and O, initials, first word in line of poetry, words meaning God.

(b) Punctuations.—Period, question mark, exclamation, comma, apostrophe.

(c) Oral Work:—One story or poem a week. Daily drill. Stories short and attractive.

(d) Copying:—Incidentally and chiefly, as seat work.

Text-book:— “Language Through Nature, Literature and Art” to be used the second session (5 mos.).

Number Work:— (a) Study carefully the progress that pupils have made before entering this grade, and use that as a foundation upon which to build.

(b) Teach reading and writing numbers from 1,000 to 10,000.

(c) Give daily drill in rapid oral addition with counting of numbers from 1 to 100.

(d) Written work.—Addition of sums to 10,000; subtraction of numbers of four figures and test Roman Numerals to one hundred.

(e) Tables of 6's, 7's, 8's, 9's, and 10's with all their combinations.

(f) Multiplication:—As far as numbers of three figures each multiplied by one figure.

(g) Division:—As far as numbers of four figures each divided by any number to 99.

(h) Fractions:—Halves, fourths, thirds, fifths and sixths of numbers of four figures each. Teach the term “fraction”.

(i) Practice adding and subtracting halves, thirds, fourths and sixths, as five-sixths of fifty-four.

(j) Practice adding and subtracting mixed numbers, as $41\frac{1}{2}$ plus $28\frac{1}{4}$ plus $16\frac{1}{2}$, and $58\frac{3}{4} - 22\frac{1}{4}$.

(k) Work in measurement:—Subject, volume, object, cube and similar objects.

(l) Teach the terms:—cube volume, cubic inch, cubic foot, cubic yard.

(m) Find area of surfaces and volume of solids (cubes, blocks, etc.) and contents of boxes, etc.

Text-book:— Milne's Prog. Arith., First Book, Pages 86 to 188.

Writing Book:— Old North State Copy Book, No. II.

Vocal Music:— Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Fourth Grade

Reading

(a) Exercise in phonics must be given as an aid to pronunciation, articulation and enunciation. These exercises will be given less frequently than in preceding grades but must not be forgotten.

(b) In each succeeding grade, pupils should read more and more for the thought the lesson contains.

Text-books:— Ward's Fourth Reader (4 mos.); Stepping Stones to

Literature, Book IV (5 mos.).

Supplementary Readers:— Fifty Famous Stories Re-told, Child Life in Poetry; Carpenter's Geographical Reader-North America.

Spelling:— (a) Carefully continue the exercises to teach pupils to study spelling, also the exercises in word-building.

(b) Pupils should form the habit of spelling the words of their original compositions correctly.

(c) Carefully choose words, from the several branches of study, for spelling.

Text-book:— Hunt's Progressive Course in Spelling, Part I, Sections I and II, Pages 1 to 51.

History:— (a) Continue the work of the preceding years and use some interesting book as the foundation of history stories.

(b) The text book should not yet be placed in the hands of the child.

(c) Baldwin's Fifty Famous Stories Re-told and similar works should be used.

Health Lessons:— (a) Carefully review all the work done in this subject during the three preceding years.

(b) Some good text-book on Health Lessons, used by the teacher, should be made the basis of the work of this grade.

(c) All the work done in this grade should be with a view to taking up a text-book in the Fifth Grade.

Geography:— (a) The work of this year is to be built upon the experiences acquired by previous observations, study and discussions.

(b) Frequent written exercises in Geography will aid observation and thinking.

Text-book:— Maury's Elementary Geography, Pages 54 to completion of book and thorough review.

Language:— (a) The following outline should be carefully studied and re-studied, and followed almost literally.

The following number of weeks should be devoted to each: Letters, three weeks; Dictation, five; Pictures, two; Descriptions and Experiences, three; Reproduction, six.

(b) Language should, in this year, build upon and continue the work of the preceding years.

(c) Special attention should be given capital letters, punctuation marks, forms for friendship and business letters, and spelling of singulars and plurals.

Text-book:— Language Lessons from Literature, Book One, Part I, pages 1 to 135.

Number Work:— (a) Do not take all the problems as indicated in the text-book.

(b) Multiplication by any number of figures should be practiced from the first.

(c) Long Division should be taken up early in the grade.

(d) Work in denominate numbers should be largely objective.

(e) Have frequent exercises in reading problems from the book, requiring pupils to state what is given and what is to be found.

Text-book:— Milne's Prog. Arith., First Book, Page 189 to the completion of the book; reviewed and additional work given if advisable.

Writing:— Old North State Copy Book, No. III.

Vocal Music:— Two lessons per week. Extra practice by grade teacher. (See Music Course.)

Fifth Grade

Reading

(a) Exercises in phonics must be continued as an aid to pronunciation, articulation and enunciation. The teacher must carefully determine what exercises are needed, and study to give them in the most effective manner.

(b) In this grade, diacritical marking should be thoroughly taught to enable the pupil to use the dictionary.

Text-books:— Ward's Fourth Reader (4 mos.); Stepping Stones to Literature, Book IV (5 mos.).

Spelling:— (a) The directions given for Fourth Grade work should be observed in this grade.

(b) The use of the marks in the dictionary are taught thoroughly in this grade, and in this and succeeding grades, pupils are encouraged to use their dictionaries for pronunciations and meanings.

Text-book:— Hunt's Progressive Course in Spelling, Section III, Part One, Pages 52 to 102.

History:— Text-books: Montgomery's Beginner's American History (4 mos.); White's Elementary School History, completed and reviewed (5 mos.).

Health Lessons:— (a) Review the work given in the Third and Fourth Grades and complete the subject preparatory to taking up Physiology in the Sixth Grade.

(b) The material for the work of the year will be found in any standard book on Health Lessons.

Geography:— (a) Study Geography from first to last with the ideas of cause and effect.

(b) Industrial and historical facts should be made special subjects of study in this grade.

(c) Map-reading exercises should be given frequently.

Text Book:—Maury's New Complete Geography to Europe, omitting the first 13 pages until the close of the year.

Note. Use Carpenter's Geographical Reader—South America, in connection with the text-book.

Language:— (a) Carefully study the outlines as given for the Third and Fourth Grades, to assist you in determining what lines your efforts should follow.

(b) Carefully plan your work, and enter upon it with a determination to accomplish definite, permanent, valuable results.

(c) Friendship and business letters, including form, folding, address, and thought.

(d) When through with the letter, use the dictation exercises which occur in the year's work.

Text-book:— Language Lessons from Literature, Book One, Pages 139 to 263.

Arithmetic:— (a) The definitions and operations in fractions should be carefully illustrated by the teacher before taking them up with the pupils.

(b) Pupils must be able to illustrate processes in an objective way, otherwise they do not understand them.

(c) Reduction of fractions.

(d) Addition and subtraction of fractions.

(e) Multiplication of fractions.

(f) Division of fractions.

Text-book:— Milne's Progressive Arithmetic, Second Book, Pages 1 to 167.

Writing:— Old North State Copy Book, No. IV.

Vocal Music:— Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Sixth Grade

Reading

Carpenter's Geographical Reader,—Europe, to be completed in 5 mos. (three lessons a week). Carpenter's Geographical Reader,—Asia, to be completed in 4 mos. (daily reading.)

Spelling:— Hunt's Progressive Course in Spelling, Section I, Part Two, completed and reviewed.

History:— Hill's Young People's North Carolina History completed and reviewed. Additional work in the form of supplementary historical reading may be done if advisable.

Physiology:— *Text-Book*:— Overton's Intermediate Physiology completed and reviewed in five mos. (two lessons per week alternating with Carpenter's Geographical Reader, Europe.)

Geography:— (a) Review carefully the work of the preceding year and make it the basis of the present year's work.

(b) The countries to be studied are: Europe as a whole.

(c) The countries of Europe in detail.

(d) Asia as a whole.

(e) The countries of Asia in detail.

(f) Africa as a whole.

(g) The countries of Africa in detail.

(h) The reading of this grade should be done with daily reference to the geography lesson.

(i) Industrial and historical facts should be studied with the *Geography*. Text-book: Maury's New Complete Geography, pages 110 to 160, inclusive.

Note: Much parallel reading should be done, with special study of maps and map-reading.

Language

(a) Throughout the work of the term the following must be definitely and persistently sought as the ends of language work: Form, Fluency, Accuracy, Force and Variety.

(b) Letter writing, which includes the form of all kinds of letters, folding the same, the address upon the envelope and the thought contained in the composition. If the previous work has been properly done, two weeks should be sufficient time in which to do this work.

(c) Dictation exercises should be used for the study and review of the subject of Punctuation.

(d) Reproductions for the purpose of teaching paragraphing and outlining.

(e) Original discussions of a variety of subjects for the expression of thought.

Text Book: Language, Grammar and Composition, pages 1 to 121, with review.

Arithmetic.

(a) Spend the first four weeks in review of common and decimal fractions and lay a firm foundation for the work of the year.

(b) Throughout the grade, the mental work should precede the written work in every subject.

(c) One of the best tests of the understanding of a principle or process in Arithmetic is the ability to make problems illustrating it.

Text-book: Milne's Progressive Arithmetic, Third Book, pages 167 to 280, with thorough review.

Writing.

Old North State Copy Book, No. V.

Vocal Music.

Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Seventh Grade

Reading.

Carpenter's Geographical Reader—Africa, to be completed in 4 months (three lessons a week.)

Carpenter's Geographical Reader—Australia, Our Colonies and Other Islands of the Sea, to be completed in 5 months (two lessons a week.)

Spelling.

Text-book: Hunt's Progressive Course in Spelling. Review Section II, Part Two, pages 113 to 139, and complete and review Section III, Part Two, pages 140 to 176.

History.

Text-book: White's United States School History, completed and reviewed.

Note. The teacher should use several standard histories as references and should have the pupils read as many historical readers as possible.

Physiology.

Text-book: Overton's Advanced Physiology, Applied. Completed and reviewed.

Geography.

(a) The work of the year should be a detailed study of Africa, Australasia and Oceania, with thorough review of the entire book.

(b) The political and industrial geography of any country is determined largely by the physiography of that country.

(c) Too much emphasis cannot be placed upon the direction that every teacher should make a collection of suitable pictures with which to illustrate the subject.

(d) Map-reading should be continued throughout the year.

Grammar.

(a) Spend the first month in thorough review of the work of the latter half of the Sixth Year as the basis of the year's work.

(b) A constant review of the first term's work in grammar will be necessary.

(c) Follow the following outline in presenting this work:

1. Sentence $\left\{ \begin{array}{l} \text{Kinds as to use.} \\ \text{Kinds as to form.} \end{array} \right.$

2. Simple Sentence:

Subject and predicate, noun, pronoun, verb, word modifiers of subject and predicate, objective, adverb, phrase modifiers of subject and predicate—adjective and adverb, preposition.

3. Verb $\left\{ \begin{array}{l} \text{Transitive.} \\ \text{Intransitive.} \end{array} \right.$

4. Noun $\left\{ \begin{array}{l} \text{Gender.} \\ \text{Number.} \\ \text{Case.} \end{array} \right.$

5. Possessive with signs, appositives and nominatives.

6. Objective Case $\left\{ \begin{array}{l} \text{Direct and indirect.} \\ \text{Adverbial.} \\ \text{Object of preposition.} \end{array} \right.$

7. Pronoun $\left\{ \begin{array}{l} \text{Personal} \\ \text{Adjective} \\ \text{Declension and parsing.} \end{array} \right.$

Text-book: Language, Grammar and Composition, Book Two, Part I, pages 121 to 206, with review and composition work.

Arithmetic

(a) Spend the first month in reviewing the work of the latter part of the preceding year. Go somewhat rapidly over the first 60 pages of the text-book.

(b) Teach carefully the subject of fractions and give plenty of drill work.

(c) Require pupils to make problems, illustrating principles, as a test of their knowledge of those principles, and to clear up and fix those principles in their minds.

(d) Thoroughly master these tables of denominate numbers:—Long, dry, liquid, and circular measures; avoirdupois weight; miscellaneous table; U. S. Money; English Money.

(e) Teach:—Addition, subtraction, multiplication, and division of denominate numbers and review.

(f) Teach land, square and cubic measures.

(g) Teach surfaces and capacities.

(h) Give much work in applications of denominate numbers to practical measurements,—carpet, paper, lumber, land, bins, grains, brick-work, masonry, etc., etc.

(i) Review frequently and see that the work of this year is thoroughly done.

Text-book: Milne's Progressive Arithmetic, Third Book, pages 1 to 191

Note. Be independent and courageous enough not to be bound slavishly to the text-book. Teach that which will be most helpful and practical.

Writing

Old North State Copy Book, No. VI.

Vocal Music

Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Eighth Grade

Reading

Text-books: "Literary Masterpieces" to be read and discussed (4 mos.).

Brander Matthew's Introduction to American Literature (5 mos.)

Remarks: (a) As the grades advance, more and more of the reading should be "silent reading," Clear, independent reproduction of the thought should be encouraged.

(b) Do not allow trashy selections to be read or recited.

(c) Encourage the pupils to read only the best literature and help them in the selection.

(d) Careful attention should be given to prose declamations.

Spelling

Text-book:—Swinton's Word Analysis—(three lessons per week to alternate with writing).

History

Text-book:—Montgomery's Leading Facts in American History.

Use Dole's American Citizen, Dicken's Child's History of England, etc. as parallel readings.

Science

The first month should be spent in reviewing by outlines political and descriptive geography with especial reference to physical geography. Text-books: Maury's Physical Geography (revised) completed and reviewed (5 mos.).

Hutchison's Physiology and Hygiene, completed and reviewed (4 mos.).

Grammar

(a) The first month should be spent in reviewing by outline the work done in the preceding grade. (See outline given for Seventh Grade.)

(b) Constant review is one of the means of success in the teaching of Grammar.

(c) Reviews as well as advanced work, should be systematic and according to a definite plan. The plan should be consistent throughout the course. It should not be one thing in one grade and another thing in another grade.

(d) All the work in technical grammar should conform to the outline given for the Seventh Grade.

(e) In this grade, two days each week should be given to composition work. Text-book: (Technical work on the subject to be selected.)

Arithmetic

(a) It should constantly be borne in mind that the Arithmetic of this grade is not so much "Number" as "Business Practice."

(b) Accuracy and rapidity should be required in all work done.

(c) Mental Arithmetic should constitute a great part of the work.

(d) Pupils should be required to make problems, using names of the members of the class to illustrate every application, process and principle.

(e) A complete collection of the business forms used in this grade, should be in the class.

Text-book: Milne's Progressive Arithmetic, Third Book, pages 192 to 344, completed and reviewed.

Writing

Old North State Copy Book, No. VI.

Vocal Music

Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Ninth Grade

English

The first month should be spent in reviewing the work done in grammar in the preceding grade. This work should be done by outlines. (See Manual.)

Text-book: Elementary Composition. (Text to be selected.)

History

Text-books: Montgomery's Leading Facts in English History, completed and reviewed.

Scott's Ivanhoe: To be used as parallel reading.

Science

Text-books: Tilden's Commercial Geography, completed and reviewed. (5 mos.).

Bert's Elementary Science, with simple experiments, completed and reviewed. (4 mos.).

Latin

Text-book: Collar and Daniell's Beginner's Latin Book, pages 1 to 117 inclusive.

Mathematics

The first month should be spent in a thorough review of the latter part of Arithmetic preparatory to taking up the study of Algebra.

Text-book: Wentworth's School Algebra, pages 1 to 162, inclusive.

Work completed to this point with thorough review.

Vocal Music

(See Course of Music for High School.)

Tenth Grade**English**

Text-book: Montgomery's Leading Facts in French History, completed and reviewed. (7 mos.).

Grecian and Roman Mythology, Text to be selected. (2 mos.).

Science

Text-books: Higgin's Lessons in Physics, completed and reviewed. (5 mos.). Botany, Text to be selected. (2 mos.).

Latin

Text-books: Collar and Daniell's Beginner's Latin Book, two lessons a week for the entire session.

Via Latina, three lessons a week.

Cæsar—Books II and IV, three lessons a week. (5 mos.)

Mathematics

Text-book: Wentworth's School Algebra, pages 162 to 310, inclusive.

Vocal Music.

(See Course of Music for High School.)

Eleventh Grade**English**

English Literature (Text to be selected.) Parallel Readings: All

English Classics required to be read necessary for college entrance.

Note. As this list changes from time to time, the selection of books to be read is left with the teacher.

History.

Text-book: Myer's General History, Part I, pages 1 to 365, completed and reviewed.

Science

Text-books: Carhart and Chute's High School Physics, completed and reviewed with easy, simple experiments to illustrate the principles taught.

Latin

Text-books: Cæsar—Books I and III, three lessons a week, (4 mos.).

Bennett's Latin Grammar, two lessons a week for 4 mos., and one lesson a week for 5 mos.

Cicero's Four Orations Against Cataline, four lessons a week for 5 mos.

Mathematics

Text-book: Milne's Plane Geometry with original work.

Vocal Music

(See Course of Music for High School.)

Twelfth Grade

English

American Literature (Text to be selected.) Parallel Readings: All American Classics required to be read necessary for college entrance.

Note. As this list changes from time to time, the selection of books to be read is left with the teacher.

History

Text-book: Myer's General History, Part II, pages 366 to 731, completed and reviewed.

Science

Text-Book: Coleman's First Course in Biology.

Davis' Physical Geography, completed and reviewed, (5 mos.)⁴
This is to follow Civics, (4 mos.).

Latin

Text-books: Vergil's Aeneid—Books I to VI inclusive.

Bennett's Latin Grammar, one lesson a week to follow the work given in the Eleventh Grade.

Daniell's Latin Prose Composition, one lesson a week.

Mathematics

Text-book: Milne's Solid Geometry, with original work, (7 mos.)

Advanced work in Algebra, including Progressions, Binomial Theorems, Properties of Series and Logarithms, (2 mos.).

Civics

Text-book: Lansing and Jones' Civil Government, completed and reviewed, (4 mos.).

Vocal Music

(See Music Course for High School.)

Text Books in Use.

Ward's New Additional Primer.

Ward's Rational Method in Reading, First Reader.

“ “ “ “ “ Second Reader.

“ “ “ “ “ Third Reader.

“ “ “ “ “ Fourth Reader.

Silver, Burdett & Co., New York, Publishers.

“Playmates,” by M. W. Haliburton.

B. F. Johnson Pub. Co., Richmond, Pubs.

Wheeler's Primer.

W. H. Wheeler & Co., Chicago, Pubs.

Graded Classics, First Reader.

Graded Classics, Second Reader.

B. F. Johnson Pub. Co., Richmond, Pubs.

Classics—Old and New, Third Reader.

Amer. Book Co., Pubs.

Arnold's Stepping Stones to Literature, First Reader.

“ “ “ “ “ Second Reader.

“ “ “ “ “ Third Reader.

“ “ “ “ “ Fourth Reader.

Silver, Burdett & Co., New York, Pubs.

Carpenter's Geographical Reader, North America.

“ “ “ “ South America.

“ “ “ “ Europe.

“ “ “ “ Asia.

“ “ “ “ Africa.

“ “ “ “ Australia, Our Colonies and

Other Islands of the Sea.

Amer. Book Co., New York, Pub.

“Literary Masterpieces.”

Houghton, Mifflin & Co., Boston, Pubs.

Dole's American Citizen.

D. C. Heath & Co., Pubs.

Spelling—

“A Spelling Book” (Foust & Griffin).

Alfred Williams & Co., Raleigh, Pubs.

Hunt's Progressive Course in Spelling.

Swinton's New Word Analysis.

American Book Co., New York, Pubs.

History—

Hill's Young People's History of North Carolina.

- Stone & Barringer, Charlotte, N. C., Pubs.
 White's Beginner's History of the United States.
 Amer. Book Co., New York, Pubs.
 White's School History of the United States.
 Silver, Burdett & Co., Pubs.
 Montgomery's Beginner's American History.
 " Leading Facts in American History.
 " Leading Facts in English History.
 " Leading Facts in French History.
 Myers' General History.
 Ginn & Co., Boston, Pubs.
- Physiology—
 Overton's Intermediate, Applied.
 " Advanced, Applied.
 Amer. Book Co., New York, Pubs.
 Hutchison's Physiology and Hygiene.
 Maynard, Merrill & Co., New York, Pubs.
- Geography—
 Maury's New Elements of Geography.
 " New Complete Geography.
 " Physical Geography (revised.)
 American Book Co., New York, Pubs.
- Language and Grammar—
 Language Through Nature, Literature and Art.
 Rand, McNally & Co., Chicago, Pubs.
 Language Lessons from Literature, Book One.
 Language, Grammar and Composition, Book Two.
 Houghton, Mifflin & Co., Boston, Pubs.
- Mathematics—
 Milne's Prog. Arithmetic, First Book.
 " " Arithmetic, Second Book.
 " " Arithmetic, Third Book.
 " Plane and Solid Geometry.
 Amer. Book Co., New York, Pubs.
- Wentworth's School Algebra
 Ginn & Co., Boston, Pubs.
- English—
 Webster's Elementary Composition
 Houghton, Mifflin & Co., Boston, Pubs.
 Technical Grammar (Text to be selected.)
 Brooks & Hubbard's Rhetoric.
 American Book Co., New York, Pubs.
 English Literature, (Text to be selected.)
 American Literature, (Text to be selected.)

Science—

Tilden's Commercial Geography.

Thos. R. Shewell & Co., Boston, Pubs.

Davis' Elements of Physical Geography.

Ginn & Co., Boston, Pubs.

Berts' Elementary Science.

J. B. Lippincott & Co., Philadelphia, Pubs.

Higgins' Lessons in Physics.

Ginn & Co., Boston, Pubs.

Carhart and Chute's High School Physics.

Allyn & Bacon, Boston, Pubs.

Bailey-Coleman's First Course in Biology.

The MacMillan Co., New York, Pubs.

Botany, (Text to be selected.)

Latin—

Collar & Daniell's Beginner's Latin Book.

Collar's Via Latina.

Daniell's Latin Prose Composition.

Ginn & Co., Boston, Pubs.

Bennett's Latin Grammar.

Allyn & Beacon, Boston, Pub.

D'Ooge's Select Orations from Cicero.

Benj. H. Sanborn & Co., Boston, Pubs.

Greenough & Kittridge's Vergil's Aeneid.

Ginn & Co., Boston, Pubs.

Civics—

Lansing & Jones' Civil Government.

Silver, Burdett & Co., Boston, Pubs.

Vocal Music—

The Normal Music Course,

Silver, Burdett & Co., New York, Pubs.

Public School Music.

Course of Study

First Grade

Songs:— Rote songs including scale songs.

Ear-training:— Syllables of major scale and portions of same and of simple scale songs.

Rhythm:— Free rhythmic movements in two-and three-pulse measure.

Notation:— Characters of musical representation.

Second Grade

Songs:— Rote songs.

Ear-training:— Syllables of melodic phrases in two and three pulse measure

Rhythm:— Simple problems of rhythm. Scale in rhythmic form.

Notation:— Presentation on staff of familiar song studies.

Third Grade

Songs:— More difficult songs by rote. Simple songs by note.

Ear-training:— Seconds and thirds. Modulation.

Rhythm:— One-and two-beat notes and rests.

Notation:— Scale in all keys up to four sharps and four flats in two-, three-and four-pulse measure.

Text-Book:— Modern Music Series, Primer, pages 1 to 43.

Fourth Grade

Songs:— Few songs by rote. Others by note.

Ear-training:— More difficult intervals.

Rhythm:— Divided beat.

Notation:— Intervals from dictation. Divided beat. Scales having five and six sharps and five and six flats.

Text-Book:— Modern Music Series, Primer, pages 44 to 126.

Fifth Grade

Songs:— Few songs by rote. Other songs by note.

Ear-training:— Sharp four. Begin sustaining two parts.

Rhythm:— Six-pulse measure.

Notation:— Sharp four. Six-pulse measure.

Text-Book:— Modern Music Series, First Book, pages 1 to 47.

Sixth Grade

Songs:— One-and two-part songs.

Ear-training:— Intermediate tones.

Rhythm:— Beat-and-a-half note.

Notation:— Intermediate tones. Beat-and-a-half note.

Text-Book:— Modern Music Series, First Book, pages 48 to 89.

Seventh Grade

Songs:— One-,two-and three-part songs.

Ear-training:— Simple chords. Flat seven.

Rhythm:— Unequally divided beat. Triplet

Notation:— Chords. Flat seven. Unequally divided beat. Triplet.

Text-Book:— Modern Music Series, First Book, pages 90 to 142.

Eighth Grade

Songs:— One-,two-and three-part songs.

Ear-training:— Minor mode.

Rhythm:— General problems of rhythm.

Notation:— Minor scales.

Text-Book:— Modern Music Series, Second Book, pages 1 to 107.

High School

Songs:— Part-songs from supplementary publications.

Ear-training:— General review.

Rhythm:— After-beat note.

Notation:— General review. After-beat note.

Text-Book:— Modern Music Series, Second Book, pages 108 to 190.

Report of the Committee on Buildings and Grounds

Burlington, N. C.,

July 1, 1910.

Hon. J. W. Cates,

Chairman of Board of Education,

Burlington, N. C.

Dear Sir:-

On this date your committee, accompanied by the retiring Superintendent, Prof. F. H. Curtiss, made a thorough inspection of the buildings and grounds, visiting each building, and each department in the buildings, including furnace rooms, basements, toilets, cloak-rooms and office; receiving from the retiring Superintendent the keys of all departments of the school buildings and we are pleased to report that we found the property in most excellent condition.

All departments, including the desks, tables, charts, maps, files, musical instruments and all fixtures pertaining to the property of the school, we found clean, orderly arranged and in good repair. Especially would we mention the neat and systematic manner of filing of all books, reports and records.

We wish to express grateful thanks to Prof. Curtiss for his thoughtful care and preservation of the property of the school during management of nine years, and as he lays down the Graded School work of our City, we trust that the All-wise Teacher may guide him into larger fields of usefulness.

Respectfully submitted,

JAS. P. MONTGOMERY,	} Committee on	
EUGENE HOLT,		} Buildings and
JOS. A. ISLEY.		



THE RECEPTION HALL



My De
Benson

Bear
Tompson

Sore
Luttrell
Jules Hart

CLASS OF 1910.

Shed
Gardner

W. H. Brown
Gardner

Director
Lace

My De
Benson
Tompson
Bear
Luttrell
Jules Hart
Sore
Shed
Gardner
W. H. Brown
Gardner
Director
Lace

High School Graduates.

Class of 1904.

Lillie Dale Patterson,
Cora Lee Anderson,
Rosa Lee Patterson.

Class of 1905.

Nina Fleetwood Holt,
Lola Jeanette Lasley,
Daisy Loretta Ross,

Elizabeth Walton Todd,
Elizabeth Lone Zachary,
Joseph Henry Robertson.

Class of 1906.

Cecelia Hatrick Bason,
Bertha Ione Cates,
Sallie Byrde Daily,
Nettie Estelle Dailey,
Hattie Cleveland Hawkins,

Helen Leigh Hall,
Ada Pearl Seymour,
Donald Barrett Isley,
John Wayne Lasley, Jr.,
Ralph Kerr Lasley.

Class of 1907.

Hazel Patterson Albright,
Elizabeth Bason,
Margaret Freeman,
Mary Foster,
Beulah Foster,
Elon Heritage,

Mabel Isley,
Ola James,
Bettie Vann Ward.
Dorsey Bradshaw,
Russell A. Garvin,
Cary Isley.

Class of 1908.

Ruth Roney Albright,
Verna Lee Cates,
Fannie Elma Clapp,
Grace Clapp,
Annie Lee Holt,

Cora Laird Isley,
Lula Mae Kagey,
Flossie Mae McPherson,
Mary Juanita Ross,
Nina Lee Seymour,

Blake Elliott Isley.

Class of 1909.

Wilsie Kate Greeson,
Mabel Cannady Ellis,
Sadie LeNoir Long,
Pearle Fogleman,
Cecile Gradie Holt,

Dallie Lala McPherson,
Nona Belle Moore,
Ada Belle Isley,
Arthur Gordon Curtiss,
John Franklin Lynch.

Class of 1910.

EDITH ELIZABETH CARBOLL,
ADA ESPER GUTHRIE,
JULIA CLAIR HOLT,
AGNES WORTHINGTON HERITAGE,
HENRIETTA EVANGELINE LOVE,
BESSIE HENRIETTA THOMPSON,
CALVIN GRADY CATES,

ETHEL BEW GARRETT,
IRIS LEOLA HOLT,
IONE MAE LUTTERLOH,
MYRTLE MAIE PATTERSON,
MAYTIE LAGRANGE SPOON,
LILLIE ETHEL TURNER,
THOMAS TALBOTT STAFFORD.

Rules and Regulations of the School.

Duties of the Superintendent.

1. The Superintendent is the executive officer of the Board of Education. He shall act under their advice and direction, and shall devote himself exclusively to the duties of his office.

2. He shall see that all rules and regulations prescribed by the Board are faithfully executed.

3. He shall attend all meetings of the Board, and, when requested, those of standing committees.

4. He shall keep himself informed regarding the instruction, discipline, organization and management of schools in other places, and from time to time suggest appropriate means for the advancement of the schools of this city.

5. He shall have authority to suspend pupils for violation of rules or for misconduct.

6. He shall call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the principals or teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in the discipline of the schools.

7. He shall report the condition of the schools under his charge at the regular meetings of the Board, and make such recommendations as may seem necessary.

8. He shall send to the Board annually a written report giving the condition of the schools as shown from the statistics of teachers' reports, and an account of his own labors, with such suggestions as may seem important.

9. He shall visit each room as often as possible, note the character and spirit of the work of the teacher and pupils, and make such suggestions to either as will promote the best interests of the schools.

10. He shall devise and report to the Board a system

of blanks for records, have charge of their distribution to teachers and principals, and prescribe rules for keeping the same.

11. All directions to scholars or teachers, from the Board, shall be communicated through the Superintendent.

12. He shall assign teachers to their appropriate positions in the schools, and make such changes in positions as are for the best interests of the schools.

13. He shall conduct, or authorize, all examinations for admission or promotion.

14. He shall make and enforce such rules and regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with, the general rules of the Board.

15. He shall receive and file all applications for positions as teachers in the schools, and shall recommend to the Board the election of such applicants as, in his judgment, are best qualified to fill the positions.

Duties of Principals.

1. Principals are, in all matters pertaining to their work, subject to the direction of the Superintendent.

2. It shall be their duty in every way to co-operate with the Superintendent in the management of the schools and to be governed by all the rules as far as applicable to them as teachers.

3. It shall be their duty to examine and assign new pupils to their proper rooms and classes, and to report the same to the Superintendent.

4. It shall be their duty to have general supervision of the grounds, buildings and furniture of their respective buildings, or schools, and to have charge of the pupils during the recesses, calling upon the teachers for any assistance and assigning them to any duties in relation thereto, that may be necessary to secure proper order and deportment.

5. Whenever, for any cause, a grade shall be dismissed before the usual hour for closing, it shall be the duty of the principal to report the same *at once* to the Superintendent, with reasons for such dismissal.

6. It shall be their duty to make such reports to the Superintendent regarding the condition of the work of the schools as the Superintendent may require.

7. It shall be their duty to notify the teachers under their supervision of such changes in the regulations as may concern them.

8. It shall be their duty to furnish the Superintendent with the daily program of each grade as early as possible each term, and such other reports as may be required.

9. It shall be their duty to assist the Superintendent in preparing for and conducting examinations in such ways as he shall direct.

10. It shall be their duty to notify the Superintendent of neglect or inability on the part of teachers or janitors.

11. It shall be their duty to visit the different grades as often as possible to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher.

12. It shall be their duty to see that each teacher reports for duty, and to report *at once* to the Superintendent any teacher who is absent or tardy.

13. It shall be their duty to be present at 8:20 A. M., and to remain upon the school premises until 2:40 P. M.

14. It shall be their duty to make a monthly report to the Superintendent, according to prescribed forms, of the conditions of their schools.

15. It shall be their duty to keep a roll of their own names and the names of the teachers of the building, where dates and numbers of absences or tardies on the part of either shall be recorded. A full report of the same shall be made in writing to the Superintendent once a month,

and the same shall be kept on file in the office.

Duties of Teachers.

The following duties shall be binding upon the teachers of the City Schools:

1. All teachers shall be elected annually and their salaries determined. Re-appointments, or re-elections, shall occur in May, and new teachers, or teachers to fill vacancies, shall be elected at any regular meeting, or special meeting, called for the purpose.

2. Teachers shall, at all times, be subordinate to the Superintendent and Principal of the building in which they are, in all reasonable requirements.

3. No teacher will be allowed to resign in order to accept a position elsewhere without first giving one month's notice, and securing a release from the Board.

4. Teachers shall acquaint themselves with the regulations of the Board and the course of study, and faithfully carry out all instructions given them by the Superintendent or Principal.

5. Teachers shall maintain good order and discipline in their rooms at all times, and co-operate with the Principal in the preservation of good order in and about the building and on the play-ground. A wilful neglect of this requirement, or, when assigned to a post of supervision by the Principal, neglect to discharge the duties of that post, will be deemed sufficient cause for dismissal.

6. Teachers shall be in their rooms not later than ten minutes before the ring of the first bell, and unless so present shall mark themselves tardy and report the same to the Principal. They shall remain on the school premises until 2:40 P. M.

7. No teacher shall permit the distribution of any advertisements, announcements of any entertainments, or presentation of any business enterprise in her room without first having obtained written consent of the Superintendent. No agent shall be allowed to announce any pub-

lic entertainment, nor is any one to take up the time of the school unnecessarily without first obtaining special permission from the Superintendent.

8. Teachers shall *promptly* investigate all cases of absence or tardiness of their pupils. They shall also promptly notify parents or guardians of every case of unexcused absence or tardiness, using the special form, or blank, provided for this purpose.

9. Teachers shall not refuse to grant requests to leave the room during school hours, unless they are reasonably certain that such requests should not be granted.

10. It shall be the duty of every teacher to suppress disorder and to report *at once* to the Superintendent infractions of any rule by any pupil, whether belonging to her room or not.

11. If unable to be in school, teachers shall give the Superintendent notice of such inability at least one hour previous to the opening of school, and in all such cases a minutely prepared statement of the school work for the day, for the use of the supply teacher, shall, if possible, accompany the notice.

12. Teachers shall not admit any pupils to their classes except those regularly promoted, without first reporting the matter to the Superintendent, and receiving his written permission.

13. Teachers shall keep on hand for a reasonable length of time all written work of tests, examinations, etc., of pupils to show for itself in case of complaint.

14. Teachers must acquaint themselves with the regulations and requirements of the schools; negligence in doing so will not be deemed valid excuse for failure to perform the duties required of them.

15. Teachers must follow implicitly the directions of the Superintendent in all matters pertaining to school work. Any failure to do so shall forfeit their tenure of position in the schools.

16. All teachers entering into contract with the Board of Education are understood thereby to obligate themselves to the faithful observance of these rules and regulations.

17. A failure to comply with the rules and regulations adopted by the Board of Education will result in the prompt dismissal of the teacher so offending.

18. Corporal punishment shall be avoided when obedience can be obtained by milder measures, but may be resorted to whenever, after consultation between the Superintendent and the teacher, it shall be thought necessary. When it shall be decided upon, the Superintendent shall inflict the punishment himself, in the presence of the teacher, or direct the teacher to inflict it in his presence. In no case is it to be administered in the presence of the school. The Superintendent may authorize a Principal to act in his stead, but always in compliance with the above conditions. No teacher shall at any time strike a pupil about the head or face.

19. When convenient arrangements can be made therefor, teachers may, for the purpose of observing the mode of discipline and instruction, visit any grade, with the permission of the Superintendent.

20. While teachers are required to maintain order in the school and secure obedience to the necessary rules, they are reminded that passionate and harsh expressions and hasty measures tend only to evil, and the best disciplinarian is the one who can secure order by the gentlest influences.

21. It shall be the duty of teachers to use all reasonable efforts to secure the co-operation of parents in the government of their children at school. This may be best secured by personal visitation and conference, and teachers are expected to make such visits when necessary or advisable.

22. Teachers shall drop the name of a pupil from the roll as soon as there is satisfactory evidence that the pu-

pil has left school; they shall drop the name of a pupil who has been absent without sufficient cause for three consecutive days.

23. Teachers shall prepare with accuracy all reports and deliver them at the time specified to the persons for whom they are made.

Duties and Privileges of pupils.

1. Pupils must, on all occasions, be obedient to their teachers and polite in their intercourse with each other.

They must be diligent in study, prompt in recitation, and observe propriety of deportment during sessions and in coming to and going from school.

2. No pupil shall be allowed to be absent from school during the regular daily session to take music, drawing, or any other lessons.

3. Any pupil who shall write any profane or indecent language or draw any obscene pictures or representation shall be suspended and in aggravated cases expelled. (See ordinances of City of Burlington, page 21, section 84.)

4. No pupil who shall leave the school or be withdrawn therefrom for a supposed grievance of any kind, without first consulting the Superintendent, shall be permitted again to enter school without the consent of the Superintendent.

5. Pupils may be suspended for forging the names of parent or guardian to excuses, requests, monthly reports, etc., or for offering as genuine those signed by unauthorized persons.

6. Any pupil who shall be absent from any regular examination of the school, without permission of his teacher, and shall fail to furnish a satisfactory excuse therefor shall not be permitted to return without the consent of the Board of Education or the Superintendent.

7. Continued wilful disobedience or open defiance of the authority of the teacher constitutes good cause for

suspension from school, and habitual profanity and vulgarity good cause for expulsion from school.

8. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before her class, or on the school premises, or shall persist in writing abusive or insulting letters to any teacher.

9. Pupils are required to be neat, both in dress and in person, otherwise they may be sent home to be properly prepared for school.

10. No pupil known to be afflicted with any contagious or infectious disease or coming from a family where any such disease prevails shall be allowed to enter or continue in school until all rules of the State Board of Health have been complied with. (See Public Laws of 1892, Chapter 214, Section 13.)

11. Pupils who shall be found guilty of cheating, or attempting to cheat, during examinations, shall, for the first offense, be marked *Zero* on that subject and sent to the Office to be severely reprimanded by the Superintendent. Further similar offense shall cause the pupil to be suspended for one month.

12. No pupil whose residence is outside the corporate limits of the city shall be admitted to any of the schools except on payment of tuition.

13. No pupil whose residence is temporary, and only for the purpose of obtaining the benefit of the schools, shall be admitted free; nor shall any pupil be admitted free whose parents or guardians are non-residents.

14. All pupils must be respectful and obedient to all teachers, and shall be under the authority of any and all teachers in school and on the grounds.

15. Every pupil must attend school punctually and regularly; conform to all the regulations and requirements of the school, and obey promptly and respectfully all directions of the teachers.

16. All pupils, whose promotions have not been previously decided upon, must be examined before they can be assigned a place in school.

17. Every pupil must be seated immediately upon entering the room, and remain seated until the second bell rings. All who enter thereafter shall be marked tardy.

18. When any pupil shall have been tardy *four times*, or absent *four days*, in any one month, without reasonable excuse rendered in writing, or by the parent or guardian in person, to the teacher, the case shall be reported at once by the teacher to the Superintendent, who shall suspend the pupil, without favor or exception, for the remainder of that school month, and he shall be reinstated only when the parent or guardian has given assurance of greater punctuality, or more regular attendance on the part of the pupil in the future.

19. The following shall be regarded as the only reasonable and satisfactory excuses:

(a) Sickness of the pupil, such that he or she is confined to the house;

(b) Sickness of members of the family, such that detention is necessary and imperative;

(c) When services of the pupil are absolutely essential to the parents, provided an excuse for absence or tardiness is rendered, either in writing, or by the parent or guardian in person, upon the return of the pupil. The acceptance of such excuse to be discretionary with the Superintendent.

20. No pupil shall be permitted to leave school at recess or at any other time before the closing of school, except in case of illness, or some other urgent necessity, or by a written request, and then only by permission of the Superintendent or some teacher.

21. Profane and indecent language, and the use of tobacco in any form upon or near the school grounds are *positively forbidden*, and any violation of the same shall

render the offender liable to severe discipline, or to suspension from school.

22. All loud talking, shouting, and rough, boisterous conduct upon or near the school grounds are positively forbidden. Each pupil must conduct himself in a becoming manner.

23. Pupils who shall mark, scratch, break, cut, deface or injure, in any way, any of the school property, shall pay in full for all damages. Failure to do so within one week, after notice has been given, shall subject them to suspension, and they shall be re-admitted only by a vote of the Board of Education.

24. No pupil shall be permitted to be, or to remain upon, or near the school grounds after the dismissal of school but shall go home immediately and not loiter upon the way.

25. When the deportment of a pupil for any one month shall be 75 per cent., or less, that pupil shall be sent by the teacher to the Superintendent, who shall, for the first offense, warn and reprove the pupil, and at the same time shall notify the parents of the pupil of the fact. In the event that the pupil is sent to the Superintendent a second time for the same offense within four months, he shall be immediately suspended from school until satisfactory assurance is given of improvement, or he shall receive corporal punishment—it being discretionary with the Superintendent as to which it shall be—suspension or punishment.

26. For the violation of any well-known principle of right, or of any rule made and adopted by the Faculty, each pupil shall be held to as strict account as though it were one of the rules adopted by the Board of Education.

Scholarships.

On account of the recognized excellency of work done by the Burlington City Schools the following scholarships have been given to graduates of the school, the awarding of the scholarships being left discretionary with the Superintendent:

UNIVERSITY OF NORTH CAROLINA.

TRINITY COLLEGE.

AGRICULTURAL AND MECHANICAL COLLEGE.

STATE NORMAL AND INDUSTRIAL COLLEGE

WASHINGTON AND LEE UNIVERSITY.

CONVERSE COLLEGE.

SHORTER COLLEGE.

ELIZABETH COLLEGE.

RANDOLPH-MACON WOMAN'S COLLEGE.

ST. MARY'S SCHOOL FOR WOMEN.

MERIDAN (MISS.) FEMALE COLLEGE.

AMERICAN SCHOOL OF CORRESPONDENCE.

It is very gratifying to announce that the Burlington City Schools have met all requirements of the Southern Association of Schools and Colleges and now stands on the "accredited list." The graduates of this school are admitted, without examination, upon presentation of diplomas into any school of the association.

IN MEMORIAM.

Resolutions of the Board of Education Respecting the Death of W. C. Isley.

Whereas it has pleased God to remove from this life W. C. Isley, a former member of the Board of Education and,

WHEREAS we recognize the hand of an All-wise Father in this dispensation, therefore be it resolved:

FIRST: That we bow in humble submission to the will and wisdom of our Father, who is too just to do wrong, and too wise to err.

SECOND: That we fully realize that in the death of Mr. Isley the school has lost a loyal friend and supporter, the City one of its best and most useful citizens, and the family a loving husband and father.

THIRD: That we deeply sympathize with the bereaved family and pray God's richest blessings and benedictions upon its members.

FOURTH: That we, the present Board of Education, desire to pay tribute to his memory, not only as citizen and friend, but also as a valued worker in the cause of education.

FIFTH: That these resolutions be spread upon the minutes of this Board, a copy of the same be sent to the press of the city, and to the family of the deceased.

J. W. CATES,	} Committee	
T. S. FAUCETTE,		on
FRANK H. CURTISS		Resolutions

February 25, 1910.

IN MEMORIAM.

Resolutions of the Board of Education Respecting the Death of D. F. Morrow.

WHEREAS it has pleased our Heavenly Father to call from this life to the life eternal D. F. Morrow, a former member of the Board of Education and,

WHEREAS we recognize the goodness, love, and mercy of Our Father Who doeth all things well, therefore be it resolved:

FIRST: That we recognize the wise dispensation of Him who is too just to do wrong and too wise to make a mistake.

SECOND: That we feel that in the death of Mr. Morrow the school has lost a loyal friend and supporter, the church one of its pillars, the city one who always took a deep interest in its welfare and progress, and the family a loving husband and father.

THIRD: That we, as members of the Board of Education, deeply sympathize with the bereaved family and invoke Heaven's richest blessings upon its members.

FOURTH: That we desire to pay tribute to his memory, not only as an earnest Christian worker, loyal citizen and true friend, but also as a valued laborer in the cause of education.

FIFTH: That these resolutions be spread upon the minutes of this Board, that a copy of the same be sent to each of the papers of the city for publication, and that a copy be sent to the family of the deceased.

O. P. SHELTON	}	Committee
B. R. SELLARS		on
FRANK H. CURTISS.		Resolutions

March 25, 1910.

IN MEMORIAM.

Resolutions of the Board of Education Respecting the Death of S. M. Hornaday.

On Sunday night, March 19, 1910, about 10:30 o'clock, the soul of our brother and co-laborer, Mr. S. M. Hornaday, passed from its tabernacle of clay to that mansion beyond the skies, the home of the spirit of the well-done soldier.

In his death the Board of Education loses a worthy member and the school a loyal friend. As a citizen he was wide-awake and actively engaged in up-building and promoting all interests for public welfare. He was an active member of the Methodist Protestant Church. In his home he was gentle, affectionate, kind, indulgent, and hospitable. His memory will ever abide a wholesome benediction to his family.

Whereas it has pleased Almighty God to remove from us our friend and co-laborer, therefore be it resolved:

FIRST: That we bow in humble submission to the will of our Father, knowing that He doeth all things well.

SECOND: That we extend to the members of the family our deepest sympathy in this time of their great sorrow.

THIRD: That a copy of these resolutions be sent to each paper of this city and a copy of the same be sent to the bereaved family.

Respectfully submitted,

T. S. FAUCETTE,	}	Committee on Resolutions.
EUGENE HOLT,		
O. P. SHELTON.		

June 3, 1910.

STUDENTS.

HIGH SCHOOL DEPARTMENT.

SENIORS.

Girls—

Carroll, Edith Elizabeth
 Garrett, Ethel Bew
 Guthrie, Ada Esper
 Heritage, Agnes Worthington
 Holt, Iris Leola.
 Holt, Julia Clair
 Love, Henrietta Evangeline
 Lutterloh, Ione Mae
 Patterson, Myrtle Maie
 Spoon, Maytie Lagrange
 Thompson, Bessie Henrietta
 Turner, Lillie Ethel

Boys—

Stafford, Thomas Talbott
 Cates, Calvin Grady

JUNIORS.

Girls—

Chrisman, Eva
 Foster, Sallie
 Garvin, Ethel
 Hornaday, Annie Dare
 Page, Gladys
 Ross, Ruby
 Thurston, Imogen
 Walton, Mary

Boys—

Isley, Chris
 Isley, Hugh
 Long, Roy
 Long, Robert

SOPHOMORES.

Girls—

Carroll, Ella Rea

Dameron, Ruth
 Ellis, Pearl

Faucette, Annie Morgan
 Garrett, Flora
 Godfrey, Fleta
 Love, Emma
 Montgomery, Sadie
 Montgomery, Kate
 Tate, Ruth

Boys—

Campbell, Harvey
 Heritage, Dover
 Kagey, Paul
 May, Eugene
 McPherson, Fletcher
 Wilson, Eugene
 Sharpe, George
 Story, Walter

FRESHMEN.

Girls—

Barrett, May
 Cates, Julia
 Cheek, Lorias
 Coble, Pauline
 Elliot, Mabel
 Freeland, Chloe
 Garvin, Elizabeth
 Hall, Ruth
 Hatch, Lucy
 Hornaday, Swannie
 Lamb, Evie
 Layton, Minnie
 Loy, Ida
 Loy, Margie Ellen
 Mebane, Fannie
 Mebane, Hallie Rea
 Mebane, Pearle

Patterson, Grace
 Patterson, Lala
 Patterson, Willie
 Stewart, Clara
 Stansell, Lelia
 Teague, Mary Lucy
 Thurston, Ruth
 Thurston, Thelma Lee
 Wagoner, Amy
 Wagoner, Pearl
 Walton, Lena
 Williams, Bessie
 Workman, Lois

Boys—

Andrews, Clyde
 Coble, Herbert
 Faucette, James
 Fleming, Jennings
 Hatch, Earl
 Holt, Claud
 Holt, Herbert
 Hornaday, Latimer
 Holt, Raymond
 Isley, James
 Morgan, Paul
 Spoon, Bernice
 Stansell, Willie

EIGHTH GRADE.

Girls—

Anderson, Mamie
 Cheek, Margery
 Compton, Blanch
 Ellis, Gertrude
 Faucett, Agnes
 Fowler, Mary
 Guthrie, Mamie
 Hinton, Leona
 Huffman, Emily
 Holt, Ruth Lea
 Holt, Joy
 Isley, Joliette
 Johnson, Emma

King, Mabel
 McKeel Blonda
 Sellars, Bessie Lea
 Sutphin, Irene
 Sutphin, Grace
 Shatterly, Lillie
 Tilley, Maie
 Tillie, Flossie
 Vanderford, Sadie
 Willis, Carrie
 White, Agnes

Boys—

Burns, Harry
 Clapp, John
 Fowler, George
 Fleming, Holt
 Fleishman, Edward
 Gant, Cecil
 Isley, Hall
 Lamb, Thurman
 Morgan, Edward
 Moore, Russell
 Montgomery, Ervin
 Turner, George
 Workman, Cecil

SEVENTH GRADE.

Girls—

Burke, Maud
 Blalock, Nellie
 Buckner, Ethel
 Crutchfield, Maud
 Cheek, Nina
 Fitzgerald, Abigail
 Florence, Lelah
 Hornaday, Julia
 Huffman, Florence
 Humble, Maidie
 Horne, Allene
 Howell, Katie
 Hayes, Mary
 Harris, Pearl
 Holt, Byrdie

Isley, Loraine
 Lloyd, Hallie
 Malone, Mamie
 Minnis, Mamie
 Smith, Willard
 Squires, Gena
 Steele, Vivian
 Sellars, Margaret
 Thomas, Blanche
 Trollinger, Sadie
 Thomas, Myrtle
 Thompson, Eunice
 Thompson, Clara
 Willis, Beulah
 Walker, Annie
 Wilburn, Amie
 Wilson, Mattie

Boys—

Ashworth, Ellerby
 Andrew, Paul
 Andrew, Byron
 Black, Clyde
 Black, Lawrence
 Cates, Robert
 Carroll, Adrian
 Dameron, Earl
 Dameron, Walton
 Garret, Norman
 Heritage, James
 Holt, Ralph
 Ingle, Irvin
 Love, Walker
 Stafford, Charles
 Sykes, Roy
 Sparrow, Earnie

SIXTH GRADE.

(Miss Mizelle)

Girls—

Black, Fannie
 Brown, Mary
 Buckner, Myrtle
 Copeland, Gladys

Durham, Cleader
 Ellis, Minnie Mary
 Faucette, Dorothy
 Hatch, Georgia
 Hayes, Margaret
 Isley, Grace
 Jeffries, Mittie
 Mansefield, Myrtle
 Morrow, Flora Belle
 Pettie, Claytie
 Riddle, Hazel
 Robertson, Ada
 Robertson, Hattie
 Steele, Joy
 Sutton, Mettie
 Teague, Ruby
 Trollinger, Verdie
 Workman, Miriam
 Ward, Trixie

Boys—

Barrett, Carl
 Bason, Sam
 Bennett, Robert
 Curtis, David
 Hart, Gorrell
 Holt, Currie
 Hornaday, Leslie
 Johnston, Ernest
 Jarrett, Lee
 Riddle, Charles
 Steele, Harvey
 Wagoner, Clarence
 Winningham, Vann
 Winningham, Dewey

SIXTH GRADE.

(Miss Petty)

Girls—

Atwater, Annie Mae
 Bass, Beulah
 Cates, Blanche
 Elder, Una Mae
 Fogleman, Laura

Humble, Evelyn
Murray, Bessie
Patterson, Sallie
Perry, Mabel
Pickett, Esther
Spoon, Lyda
Teer, Frances
Williams, Miriam

Boys—

Bass, Oscar
Black, Lawrence
Bryan, Jennings
Cates, Lewis
Coble, Russell
Compton, George
Durham, Carl
Dorsett, Tull
Fogleman, Clarence
Goins, John
Hinton, Paul
Horne, Harvey
Henderson, Edgar
Howell, Cashwell
Loy, Butler
Mozer, Harlan
Moran, Devoe
Murray, Malcom
McKeel, Thomas
Noble, Robah
Pickett, Ralph
Page, Kilby
Slaughter, Walter
Vanderford, Hurley
Williams, Frehyer

FIFTH GRADE.

(Miss Sterrett.)

Girls—

Andrew, Mary
Andrews, Elsie
Brannock, Margeret
Cates, Mabel
Dameron, Fannie Lee

Elder, Kathleen
Elder, Annie
Foster, Lula
Fowler, Agnes
Goss, Mildred
Ingles, Agnes
Lamb, Lelia
Miles, Bertha
Page, Martha
Riddle, Lula
Stansell, Thelma
Williams, Mabel
Walker, Bessie Mae
Walker, Hattie

Boys—

Atwater, Henry
Andrews, Will
Bradley, Littlejohn
Blanchard, Claud
Compton, Aubrey
Compton, Otis
Faucette, Homer
Guthrie, Charlie
Gant, Allen
Hay, Robert
Holt, Marvin
Isley, Joseph
Mitchell, John
Morton, Herman
Shoffner, Dewey
Shelton, Ned
Trollinger, Raymond
Workman, Robert
Wagoner, Arthur

FIFTH GRADE.

Miss Keys.

Girls—

Barnwell, Mary
Cates, Mabel
Cheek, Arthula
Christenberry, May
Curtiss, Agnes
Faucette, Elizabeth

Hall, Mary Kerr
 Hamilton, Eula
 Heritage, Ava
 Isley, Celeste
 Jarrett, Alice
 Lutterloh, Lala
 Moran, Reggie
 Moser, Elsie
 Moore, Grace
 Mebane, Annie Maude
 Pickett, Lilly
 Sutton, Mittie
 Whitsell, Mettie

Boys—

Blagg, Robert
 Clark, Charlie
 Dickerson, Fitzhugh
 Heritage, Doyle
 Heritage, William
 Hoffman, Carl
 Holt, Glen
 Davis, Ralph
 Ivey, Rex
 Loy, Dewey
 Loy, Edgar
 Lovett, Clarence
 McMichael, Marvin
 Minnis, Herbert
 Mitchell, Bennett
 Russell, Wyley
 Riddle, Caspar
 Sharpe, Paul
 Stewart, Ernest
 Terrell, Willie
 Way, William
 Wrightsell, Vergil

FOURTH GRADE.

(Miss Stafford.)

Girls—

Ashworth, Eula
 Blagg, Louise

Black, Myra
 Brannock, Rosa Lee
 Brown, Ivey
 Coble, Bettie
 Coble, Gertrude
 Copeland, Susie
 Coble, Myrtie
 Cox, Katherine
 Cox, Cordelia
 Fix, Carrie Meade
 Fowler, Thelma
 Garvin, Ruth
 Garvin, Lula
 Goins, Anna Belle
 Holt, Mary
 Holt, Violet
 Johnson, Mary Lou
 Jones, Martha
 Sankford, Gracie
 Loy, Sadie
 Lovett, Ethel
 Malone, Hennie
 Martin, Laura
 Smith, Ruby
 Stockard, Alma
 Wrightsell, Lovie
 Walker, Fannle Lee

Boys—

Alexander, Cecil
 Black, Floyd
 Carden, Allie
 Coble, Vernon
 Davis, Arnold
 Freeland, George
 Faucette, Otis
 Hazelwood, Harvey
 Hart, Bynum
 Hall, Cecil
 Iseley, John
 King, Otis
 Lineberry, Worth
 Mitchell, Edward
 Mansfield, Paul

Morton, Wayne
 McPherson, Harlen
 Patterson, Hollis
 Patterson, Robert
 Steele, Hubert
 Terrell, Bernice
 Thomas, Roy
 Wagoner, Arnold
 Walton, Henry

FOURTH GRADE.

(Miss Hancock.)

Girls—

Andrews, Margeret
 Bridgers, Jessie
 Collins, Carrie
 Cates, Stella
 Ezell, Josie
 Hay, Alline
 Henderson, Veva
 King, Ethel
 Moran, Thelma
 Murray, Louise
 Squires, Addie
 Tickle, Lillian
 Thompson, Lorena
 Thomas, Bessie
 Thomas, Myrtle
 Westbrook, Zetta
 Williams, Myrtle
 Wilburn, Virla

Boys—

Andrews, Joseph
 Barrett, Raymond
 Boggs, Isaac
 Carter, Lewis
 Compton, James
 Clayton, Hardy
 Dameron, Russell
 Evans, Kenny
 Fowler, John
 Fowler, Clinton

Garrison, Glenn
 Godfrey, Aubrey
 Gross, Grady
 Huffman, Wade
 Huffman, Glenn
 Jones, Garland
 King, Edwin
 Martin, Thomas
 Mebane, Herman
 May, Wallace
 Murray, Bynum
 Perry, Paul
 Pyles, Wadie
 Stanfield, Gurnie
 Stewart, Dewit
 Tickle, Clarence
 Tillman, Charlie
 Williamson, Finley
 Wright, Willie

THIRD GRADE.

(Miss Fonville.)

Girls—

Amick, Allene
 Andrew, Lucile
 Ashworth, Bertha
 Brown, Grace
 Burke, Beatrice
 Burke, Della
 Burch, Irma
 Coble, Maggie
 Dameron, Virgie
 Durham, Freeda
 Fergurson, Alma
 Fowler, Ruth
 Heritage, Missouri
 Holt, Margeret
 Hunter, Pattie
 Hobbs, Lottie
 Jarrett, Lillie
 Lea, Arline
 Noble, Mary
 Page, Lucille

Phillips, Addie
 Russell, Virginia
 Thompson, Grace
 Wagoner, Mary
 Wagoner, Lillie
 White, Inez
 Younger, Irma

Boys—

Barton, Oakell
 Blalock, Paul
 Bass, Dewey
 Braxton, Lonnie
 Brooks, John
 Cheek, Clay
 Crowson, Ogden
 Dickerson, Carl
 Fleishman, Samuel
 Foster, Gladdis
 Hart, Hayden
 James, Kelly
 Jones, Clarence
 Mitchell, Samuel
 Murphy, Charlie
 Pearson, Jesse
 Shelton, Worth
 Snyder, Vincent
 Slaughter, Clarence
 Sykes, Dewey
 Thomas, Avery
 Thurston, Robert
 Williams, James
 Stanfield, Arthur

THIRD GRADE.

(Miss Carson.)

Girls—

Atwater, Annie Lea
 Andrews, Flora
 Alexander, Inez
 Boggs, Thelma
 Brown, Mary
 Bivens, Lena
 Brinkley, Gladys

Coleman, Pansy
 Dickens, Gordie
 Hazelwood, Fannie
 Hatch, Madeline
 Heritage, Helen
 Isley, Mitylene
 Knott, Alma
 Loy, Alice
 Love, Hattie
 Lutterloh, Agnes
 Morrow, Deloris
 McPherson, Mary
 Oakley, Joanna
 Phillips, Flossie
 Payne, Bettie
 Payne, Daisy
 Scott, Carrie
 Squires, Nina
 Tickle, Beulah
 Tate, Birdie
 Workman, Elizabeth
 Walker, Nellie

Boys—

Apple, Willis
 Andrews, Willie
 Barnwell, John
 Blackwood, Allie
 Boggs, Everett
 Clendennin, Eugene
 Faucette, Thomas
 Hatch, Bernard
 Isley, Kenneth
 Johnson, Ernest
 Lineberry, Dewey
 Loy, Thomas
 Miles, James
 Martin, Lacy
 Petty, Loyd
 Petty, Walter
 Riddle, James
 Stanford, Herbert
 Walton, Frank
 Williams, Robert

Workman, Leslie
 Winningham, Jesse
 Wilson, Luther

SECOND GRADE

(Miss Cunningham.)

Girls—

Amick, Verona
 Burke, Pattie
 Burke, Minnie
 Beckon, Selma
 Carter, Louise
 Cates, Hilda
 Cheek, Edna
 Copeland, Rita
 Cooper, Annie
 Christenberry, Annie
 Ezell, Grady
 Garrett, Vergie
 Greer, Clara
 Hall, Cornelia
 Hargrove, Merle
 Horne, Nannie
 Hughes, Almer
 Hart, Alma
 James, Annie
 King, Ruth
 Lovett, Lucie
 Lutterloah, Maizie
 McPherson, Hallie
 Mansefield, Bessie
 Newlin, Deloris
 Owens, Nelie
 Perkins, Ollie
 Perkins, Ora May
 Perry, Amye
 Renigar, Lucy
 Stroghan, Daisy
 Sikes, Mabel
 Teague, Katie
 Trollinger, Clara
 Way, Blennie
 Walker, Aetna

Boys—

Baynes, John
 Boggs, Everitt
 Brinkley, John
 Brown, Jewell
 Brown, Walter
 Bowman, Paul
 Burk, Boyd
 Cates, Loyd
 Davis, Leon
 Denny, Bernice
 Dorsett, Clyde
 Durham, Laird
 Elder, Madison
 Faucette, Leslie
 Fix, Joseph
 Fix, McGee
 Florence, Frank
 Hall, Henry
 Hinshaw, Leonard
 Howell, Carl
 Holt, Percy
 Lamb, Frank
 Pyles, Charlie
 Asken, Eddie
 Riddle, Egbert
 Rhew, Eddie
 Scott, Worth
 Sutton, Willie
 Thompson, John

SECOND GRADE.

(Miss Rice)

Girls—

Ameck, Nilah
 Burch, Callie
 Buckner, Regina
 Braxton, Annie B.
 Compton, Snowdie
 Colernan, Viola
 Foster, Lolita
 Freeland, Mabel
 Garrison, Florence

Garner, Flossie
 Henderson, Nellie
 Heritage, Ruth
 Hopkins, Nannie
 Horne, Lillie
 Isley, Mary
 Ivey, Maggie
 Kenney, Annie
 Lineberry, Dara
 Love, Bettie
 Mathews, Lillie
 Moore, Dewell
 Miles, Mabel
 Renigar, Sadie
 Sellars, Helen —
 Stanglin, Grace
 Sykes, Dorothy May
 Story, Beulah
 Walton, Ruby
 Wilson, Pearl

Boys—

Andrews, Dwight
 Atwater, Wilson
 Barrett, Clifford
 Brown, Lester
 Boswell, Willard
 Carden, Junis
 Dorsett, Paul
 Durham, Aldro
 Ellis, Charlie
 Fogleman, Harvard
 Fogleman, Ernest
 Fleishman, Morris
 Goins, Irvin
 Gross, Linville
 Hayes, Hal
 Huffines, Everett
 Johnston, Thomas
 Jones, Lanier
 Love, Gervas
 McClure, James
 Moser, Cecil

Myers, Worth
 Noah, William
 Page, George
 Riddle, Norman
 Sellars, William
 Shatterly, Correlins
 Simpson, Dewey
 Steele, Roy
 Workman, Sidney

FIRST GRADE, Section A.
 (Miss Bason.)

Girls—

Allen, Lessie
 Bass, Maydella
 Blackwood, Gladys
 Boone, Beulah
 Burke, Bessie
 Burke, Naomi
 Cates, Kathleen
 Davis, Kirkalee
 Denny, Elsie
 Dickerson, Norma
 Dorsett, Claire
 Evans, Lucy May
 Fowler, Helen
 Foster, Vivian
 Furlough, Lillie
 Hall, Martha
 Hughes, Donie
 Isley, Gladys
 Johnson, Fannie
 Matthews, Rose
 Martin, Grace
 Martin, Fanny
 May, Sadie
 McPherson, Thelma
 Moran, Fern
 Morrow, Eunice
 Patterson, Frances
 Pyles, Davie
 Shelton, Rachel
 Squires, May

Squires, Winnie
 Sykes, Christine
 Trollinger, Hallie
 Wrightsell, Ruth

Boys—

Bayne, Reynolds
 Brannock, Robert
 Burke, Herman
 Christenberry, Robert
 Crutchfield, Gayle
 Faucette, Charlie
 Hanford, Wadie
 Hay, Ewart
 Helen, Voliner
 Hughes, Harvey
 Huffines, Talmage
 Hughes, Rupert
 Ingle, Harold
 Isley, Reginald
 Kivett, Landon
 Moser, Everett
 Mansfield, Earl
 Matthews, Vernon
 Mebane, Grady
 Oakley, Hubert
 Riddle, Norman
 Rhew, Joe
 Stubbins, Clifford
 Scoggins, Lacy
 Scott, Clay
 Shatterly, George
 Snyder, Edmund
 Tate, Walter
 Thompson, Clyde
 Teer, Oscar
 Tickle, Walter
 Thompson, John
 Way, Parker
 Woods, Vernon
 Walker, Ben
 Walker, Percy
 Workman, Burton

MORNING DIVISION.

(Miss Brown.)

FIRST GRADE.

Girls—

Boswell, Ruth
 Cates, Willie
 Clapp, Mabel
 Dickerson, Eunice
 Dickerson, Gwendolin
 Durham, Lalah
 Ezell, Alma
 Faucette, Minnie
 Fowler, Lucile
 Freeland, Pearl
 Fogleman, Ruby
 Garrison, Lillian
 Griffith, Hazel
 Garner, Katie
 Goss, Lurline
 Hunt, Mary
 Hunt, Beatrice
 Hazelwood, Nellie
 Hart, Helow
 Ingle, Bertha
 Keck, Especy
 King, Eloise
 Knight, Shatterly
 Loy, Eunice
 Langford, Maizie
 Love, Annie
 Oakley, Sue
 Oakley, Robena
 Qualls, Alma
 Smith, Liddy
 Thurston, Josephine
 Walker, Julia May
 Whit, Hettie
 Wright, Stella

Boys—

Andrews, Ralph
 Andrew, James David

Alexander, Eugene
 Bayne, Raymond
 Baulding, Frank
 Brannock, Thomas
 Brown, Ernest
 Baynes, Claud
 Burke, George
 Cooper, Wilbur
 Cooper, Norman
 Coble, Albert
 Coble, John
 Crawford, Marvin
 Durham, Gorman
 Durham, Clarence W.
 Fleishman, Leon
 Fogleman, William
 Guthrie, Bennie
 Hargrove, Curry
 Jones, John
 Keck, Robert
 Knott, Clarence
 Lee, Clyde
 Murray, Dan Hugh
 Page, Hilton
 Pickett, James
 Russell, Moses
 Sellars, Raney
 Shelton, Luther
 Stewart, John R.
 Steele, Fred
 Steele, Clyde
 Stockard, Robert
 Smith, Kirk
 Smith, John F.
 Sykes, Henry
 Terrell, John
 Thompson, Adrian
 Whitesell, Peter
 Wheely, Roy

AFTERNOON DIVISION.

(Miss Brown)

FIRST GRADE.

Girls—

Ashworth, Lilly
 Boon, Fannie
 Barnwell, Elizabeth
 Bennett, Grace
 Bennett, Blanche
 Coble, Helen
 Cates, Louise
 Clapp, Mabel
 Campbell, Bessie
 Eubanks, Vallia
 Faucette, Mary
 Godfrey, Pauline
 Hazelwood, Lessie
 Kenny, Pauline
 Loy, Zelma
 Lively, Emma C.
 Loy, Mary
 Myers, Aline
 Petty, Myrtle
 Petty, Pearl
 Pickett, Delah
 Rodgers, Pauleete
 Standfield, Lillian
 Stanfield, Hallie
 Temple, Helen
 Teague, Frances
 Whitsell, Jewel

Boys—

Atwater, Jack
 Brown, Clyde
 Brooks, Robert
 Bradley, Gus
 Baynes, Roy
 Campbell, Arthur
 Garrett, Raymond
 Holt, Thomas
 Hall, Robert
 Hall, James

King, Ivory
Leath, Everett
Lively, Knox
Morgan, Frances
McPherson, Hoyt

Myers, Charlie
Payne, Clement
Sharpe, Norman
Sykes, Walter
Whitsell, Peter

